

SUBJECT	TOPICS/THEMES
English Reading Word Reading Comprehension Spoken Language Current Schemes Penpals No Nonsense Spelling Power of Reading Banded Books Cracking Comprehension Writing English Grammar, Punctuation and Spelling [EGPS]	<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 range of books, including myths, legends 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 preform, using intonation, tone and volume so that the meaning is clear to an audience. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • fluent and effortless reading and writing across all subjects and not just in English, • to reflect understanding of audience for and purpose of writing by selecting appropriate vocabulary and grammar • consciously control sentence structure in writing showing understanding of why sentences are constructed as they are. • understand nuances in vocabulary choice and age-appropriate, academic vocabulary. • consolidation, practice and discussion of language. <p><u>Narrative</u>: Fiction genres, stories from flashbacks ,extending narrative, authors and texts <u>Non-fiction</u>: Persuasion, biography/autobiography, journalistic writing, argument, formal/impersonal <u>Poetry</u>: Power of imagery, finding a voice.</p> <ul style="list-style-type: none"> • Plan writing for a range of different audiences and use other writers as a model. • Draft and write choosing appropriate grammar and vocabulary, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs and presentational devices to structure text and to guide the reader [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 spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>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.</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 1 and 'No Nonsense Spelling' overviews)</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Using speech punctuation, hyphens, brackets, dashes, commas, semicolons, colons and bullet points. • Using passive verbs, the perfect form of verbs to mark relationships of time and cause and expanded noun phrases. • Using model verbs or adverbs to indicate degrees of possibility.

	<ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. (For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar' overviews) <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Writing legibly, fluently and with increasing speed. 																																																	
<p>Science Current Schemes Hamilton website</p> <p>Snap Science</p> <p>BBC Terrific Science</p>	<ol style="list-style-type: none"> The Nature Library: Living Things and Their Habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Body Pump: Animals Including Humans - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. Light Up Your World: Light - Recognise that light appears to travel in straight lines. 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Body Health: Animals Including Humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Everything Changes: Evolution and Inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Low Voltage: Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. Revision of topics 																																																	
<p>Mathematics Current Schemes Lancashire Mathematics</p> <p>White Rose Mathematics</p>	<table border="1"> <thead> <tr> <th></th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Place value incl. decimals</td> <td>Fractions</td> <td>Place value, sequences and coordinates</td> <td>Mental and written addition and subtraction</td> <td>Place value, decimals and fractions</td> <td>Measurement – mass and volume / capacity</td> </tr> <tr> <td>Week 2</td> <td>Mental and written addition</td> <td>Fractions, percentages, ratio and proportion</td> <td>2D shape, coordinates, translation and reflection</td> <td>Measurement, ratio and proportion</td> <td>Mental and written calculation</td> <td>Mental and written calculations</td> </tr> <tr> <td>Week 3</td> <td>Mental and written multiplication (time)</td> <td>Geometry - angles Statistics – pie charts</td> <td>Measurement – temperature, mean</td> <td>2D and 3D shape</td> <td>Calculating fractions, ratio and proportion</td> <td>Fractions</td> </tr> <tr> <td>Week 4</td> <td>2D and 3D shape</td> <td>Measurement – length, including perimeter and mass</td> <td>Calculating with fractions</td> <td>Area, perimeter and volume of shapes</td> <td>Coordinates, translation and reflection</td> <td>Place value and decimals</td> </tr> <tr> <td>Week 5</td> <td>Mental and written subtraction</td> <td>Measurement – area and volume</td> <td>Mental and written division</td> <td>Statistics – line graphs and pie charts</td> <td>Algebra and sequences</td> <td>2D and 3D shape</td> </tr> <tr> <td>Week 6</td> <td>Mental and written division</td> <td>Assess and review week</td> <td>Mental and written multiplication</td> <td>Assess and review week</td> <td>Measurement (length and time) and statistics -</td> <td>Assess and review week</td> </tr> </tbody> </table>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Week 1	Place value incl. decimals	Fractions	Place value, sequences and coordinates	Mental and written addition and subtraction	Place value, decimals and fractions	Measurement – mass and volume / capacity	Week 2	Mental and written addition	Fractions, percentages, ratio and proportion	2D shape, coordinates, translation and reflection	Measurement, ratio and proportion	Mental and written calculation	Mental and written calculations	Week 3	Mental and written multiplication (time)	Geometry - angles Statistics – pie charts	Measurement – temperature, mean	2D and 3D shape	Calculating fractions, ratio and proportion	Fractions	Week 4	2D and 3D shape	Measurement – length, including perimeter and mass	Calculating with fractions	Area, perimeter and volume of shapes	Coordinates, translation and reflection	Place value and decimals	Week 5	Mental and written subtraction	Measurement – area and volume	Mental and written division	Statistics – line graphs and pie charts	Algebra and sequences	2D and 3D shape	Week 6	Mental and written division	Assess and review week	Mental and written multiplication	Assess and review week	Measurement (length and time) and statistics -	Assess and review week
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Computing <i>Rising Stars: Switched on Computing' Scheme of Work</i>	<p>6.1 We are app planners: Planning the creation of a mobile app – <i>Computer networks</i></p> <p>6.2 We are project managers: Developing project management skills – <i>Computational thinking</i></p> <p>6.3 We are market researchers: Researching the app market – <i>Productivity</i></p> <p>6.4 We are interface designers: Designing an interface for an app – <i>Communication/Collaboration</i></p> <p>6.5 We are app developers: Developing a simple mobile phone app - <i>Programming</i></p> <p>6.6 We are marketers: Creating video and web copy for a mobile phone app – <i>Creativity</i></p>								
D&T	<p>Bread FOOD(recommend Autumn term)</p> <p>Links: Literacy: Instructions, Science: Micro-organisms, Dissolving</p> <p>Motorised Vehicles CONSTRUCTION Links - Science: Forces ICT – Spreadsheet Modelling</p>								
Humanities	<p>History</p> <ul style="list-style-type: none"> Non-European Society – A non-European society that contrasts with British history chosen from: Early Islamic civilization including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. WWII – A study of a significant turning point in British History including the Blitz and Battle of Britain. <p>Geography</p> <ul style="list-style-type: none"> 'World Trade' - A study of economic activity focused on world trade links. Look at trade links with less economically developed countries including countries in Asia and Africa and the development of fair trade. Identify time zones and use of latitude and longitude. North/South American locality study – A study of human and physical geography of a region in North or South America e.g. Brazil. 								
Art	<p>Drawing - make decisions as the work progresses. Show greater emphasis to detail, eg. Facial expressions, folds on clothing, proportion in perspective, etc. <i>Suggested artists: http://www.mcescher.com/(Go to link 'Switzerland & Belgium 1935-41 - picture called 'Still life & Street 1937)</i></p> <p>Painting - recognise the work of certain artists by their style. Sketches to paintings. <i>Suggested artists: http://en.wikipedia.org/wiki/Complementary_colour</i></p> <p>Printing - design and produce prints selecting the appropriate method and media. <i>Suggested artists: Andy Warhol</i></p> <p>Collage - take photographs of the local environment and reproduce in collage materials</p> <p>Textiles - make a weaving following a specific design</p> <p>3D – Develop skills in using clay including slaps, coils, slips etc. Use recycled, natural and man- made materials to create sculptures</p> <p>Digital Media –Present layered artwork within graphics programmes containing imported and digitally created images. <i>Suggested artists: Andy Warhol</i></p>								
Music	<p>Musical Skills:</p> <ul style="list-style-type: none"> sing confidently in tune in a variety of styles and confidently in 2 or more parts take the lead in class or group singing. maintain a melodic or rhythmic accompaniment. improvise melodic and rhythmic phrases as part of a group performance. compose by developing ideas with an awareness of the intended effect. perform from a variety of simple notation. perform a significant part from memory. compose by developing ideas using a variety of musical devices. describe, compare and evaluate different kinds of music using appropriate musical vocabulary. refine and improve their own work. <p>Themes, topics or genres and traditions:</p> <p>Recording Rhythm and Rhyme, Spooky Score, Ukuleles, Musical Futures/Performance</p>								
French	<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> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Autumn 1</u> Bonjour / Ça va?</p> <p><u>Spring 1</u> In my pencil case / Fruit & Veg</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Autumn 2</u> Let's Count / Colours</p> <p><u>Spring 2</u> Dates - Numbers, days and months</p> </td> </tr> </table>							<p><u>Autumn 1</u> Bonjour / Ça va?</p> <p><u>Spring 1</u> In my pencil case / Fruit & Veg</p>	<p><u>Autumn 2</u> Let's Count / Colours</p> <p><u>Spring 2</u> Dates - Numbers, days and months</p>
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	<u>Summer 1</u> The Body / My Family	<u>Summer 2</u> Animals / My Pets
P.E	<ul style="list-style-type: none"> • Be physically active for sustained periods of time • Understand how to lead healthy, active lives • Develop competence to excel in a broad range of physical activities • Use running, jumping, throwing and catching in isolation and in combination • Engage in 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. • Take part in outdoor and adventurous activity challenges both individually and within a team 	
R.E developed from Local Authority SACRE document	Islam unit 7: Haji Islam unit 8: The Ummah Sikhism unit 3: The Guru Granth Sikhism unit 4: Living a Sikh life Christianity unit 11: Faith in Action Transition unit	
PSHCE SRE (Lambeth SRE Curriculum and Health for Life)	<p style="text-align: center;"><u>AUTUMN TERM SMSC Value: Celebrate Diversity</u></p> <p><u>PSHCE Curriculum</u></p> <p>Core 1:</p> <ol style="list-style-type: none"> 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>Core 2:</p> <p>Links with Anti-Bullying Week</p> <ol style="list-style-type: none"> 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>Core 3:</p> <ol style="list-style-type: none"> 1. respect for self and others and the importance of responsible behaviours and actions <p>Refer to 'suggested learning opportunities for key stage 1 in core 1&2 – Clapham Manor PSHCE Curriculum.</p> <p><u>P4C</u></p> <p>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> <p>Ideas below are suggestions not compulsory – use meditations that work for your context</p> <p>Glitter jar introduction to mindfulness</p> <p>'Hot Chocolate'</p> <p>Mindfulness cards – short mindfulness.</p> <p>Stop, Breathe, Think – kids version</p> <p>https://www.youtube.com/channel/UckB9zEEqnP9kMlf5VChd99Q</p>	

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

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SEAL (Circle Time

'Changes'

'Relationships'

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

Natural Thinkers [2 Year Programme over Years 5 and 6]	Area of learning	Autumn Term	Winter Term	Spring/Summer Term
	Tools	Skill: whittling/drilling Product: Whistles Tools: use vegetable peelers to scrape outside of sticks, use drills to cut holes at various intervals down one side and perhaps one at the back. Skill: whittling/drilling Product: Wind chimes Tools: use vegetable peelers to scrape outside of sticks, use drills to cut holes at one end and string to thread through the ends. Suggested links: Music; DT; Art	<ul style="list-style-type: none"> • Totem poles • Didgeridoo • Fire signals • Xylophone Suggested links: History; Music; Science; PSHCE	<ul style="list-style-type: none"> • Automaton • Wooden minibeasts • BBQ (fire) Suggested links: DT/Art; Science (Healthy Eating/Fire); Geography/PSHCE (exploring other cultures)
	Natural Investigations	<ul style="list-style-type: none"> • Rope bridges • Classifications • Animal tracking (cement) Suggested links: PE; PSHCE; science; maths	<ul style="list-style-type: none"> • Rocks and soils • Silk worms • Animal tracking Suggested links: PSHCE; science; maths	<ul style="list-style-type: none"> • Fibonacci sequence • Lifecycles • Bird song/calls • Animal tracking
	Eco	<ul style="list-style-type: none"> • Campaign – badgers • Campaign – animal welfare • Hemp – economy sustainable clothing • Greenhouse 	<ul style="list-style-type: none"> • Campaign – birds • Campaign – animal testing • Hemp – economy sustainable clothing • Greenhouse 	<ul style="list-style-type: none"> • Campaign – climate change • Campaign – water aid • Hemp – economy sustainable clothing • Greenhouse • Solar panels/water butts
	Living Things	<ul style="list-style-type: none"> • Planting – sustainability angle – food miles etc. 	<ul style="list-style-type: none"> • Planting – sustainability angle – food miles etc. 	<ul style="list-style-type: none"> • Planting – sustainability angle – food miles etc.
	Natural Art	<ul style="list-style-type: none"> • Natural spa – mud packs and lip balm and perfume 	<ul style="list-style-type: none"> • Wood carving 	<ul style="list-style-type: none"> • Young Apprentice – design your own pot puree bags, sell them at summer fair and most profit gets hired... • Flower Arranging – sustainable angle and linked with Chelsea Flower Show • Stencils (onto hemp clothing)