**The**

**Lloyd Williamson**

**Schools**

# **Curriculum Topics**

# **and**

# **Programmes of Study**

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# **2017-2018**

Subjects: Pages:

English 1

Maths 13

Science and other Subjects 22

**English Programme of Study**

**Key Stage 1**

**Pegasus:**

**Texts (for study and comprehension)**

* Stories: with particular focus on recounting main incidents in sequence, locating parts of text, picking out incidents, characterisation, linking story to experience
* Poems: with particular focus on identification of main features
* Adverts: identification of content
* Rules and instructions
* Reading a labelled plan

**Writing focus**

* Writing daily/weekly news
* Continuing stories
* Stories: with particular focus on experience
* Using diagrams to write a report
* Poems
* Writing rules and instructions

**Use of Language and Grammar/sentence level work**

* Reading for sense
* Sequencing instructions
* Predicting word meanings in context
* Predicting missing words
* Re-ordering words in a simple sentence to make sense
* Capital letters and full stops
* Capital letters and question marks
* Suffixes with ing and ed
* Alphabetical order
* Abbreviations
* Apostrophes: contractions and for possession
* Nouns: common, proper and collective
* Simple homophones
* Plurals: adding s
* Simple connectives: but/and
* Use of written numbers in text: I am five years old, etc.

**Range of texts for reading:**

* The children follow a varied diet of reading books – primarily the New Way Reading Scheme in use in the school
* Supplementary reading materials are used at the discretion of the teacher

Supplementary materials will include (though not be restricted to):

* Stories about fantasy worlds
* Information text
* Poems with pattern and predictable structures
* Recount of a visit

**Key Stage 1**

**Dragons:**

**Texts (for study and comprehension)**

* Stories: with particular focus on characters and setting
* Stories by a significant children’s author
* Flowcharts
* Poetry
* Simple newspaper articles: with particular focus on reportive writing
* Comparison of different authors
* Book blurbs
* Fiction/Non-fiction
* Contents page. Index, glossary
* Non-chronological report

**Writing focus**

* Stories: with particular focus on one key incident and description of characters
* Character profiles
* Making a flowchart
* Reportive writing: personal accounts
* Letter/postcards
* Finishing a story and writing a story sequel
* Poems (to include nonsense poems)
* Writing an information text: with use of labelled diagrams

**Use of Language and Grammar/sentence level work**

* Basic parts of speech: nouns (common, proper and collective), verbs, adjectives
* Past tense: subject/verb agreement
* Sentence structure
* Speech marks
* Commas in lists
* Phonemes and antonyms
* Syllables
* Simple prefixes
* Rhyming
* Question marks and turning statements into questions
* Synonyms
* Spelling strategies
* Alphabetical order
* Abbreviations
* Adverbs: definition and recognition of, formation and use of
* Apostrophes: revision of contractions and possession
* Compound words
* Dates: appropriate formation for a variety of tasks
* Introduction to direct and reported speech
* Homophones
* Opposites: use of prefixes
* Plurals: adding s and es, changing y to i and adding es, changing f to v
* Usage: correct use of a/an, did/done, do/does, has/have, saw/seen, was/were, etc

**Range of texts**

* Stories by significant children’s authors
* Non-chronological report
* Texts with language play
* Stories about fantasy worlds
* Information text
* Poems with pattern and predictable structures
* Recount of a visit

**Key Stage 2**

**Unicorns:**

**Texts (for study and comprehension)**

* Stories: with particular focus on descriptions of settings, characterisation and key incidents
* Poetry: various forms including shape poems, and performance poetry and humorous poems
* Fiction and non-fiction writing: with particular focus on specific features of non-fiction writing
* Letter writing for a variety of audiences – also real letters
* Difference between FACT and FICTION – locating facts/library classification systems
* Instructions
* Word puzzles, puns and riddles
* Dictionaries and Thesaurus with particular focus on alphabetical order

**Writing focus**

* Story structure: with particular attention paid to a variety of settings, clear and interesting characterisation and focus on a key incident
* Paragraphs
* Shape poems
* Play scripts
* Posters with effective labelling
* Information leaflets
* Writing reports
* Writing fairy stories
* Instructions
* Rules of games
* Book reviews
* Letters for a variety of audiences – to be posted
* Non-fiction

**Use of Language and Grammar**

* Revision of basic parts of speech: nouns, verbs, adjectives, adverbs and pronouns etc
* Verb tenses
* Punctuation awareness: with focus on capital letters, full stops, comma use and exclamation/question marks
* Correct presentation of speech: NEW SPEAKER – NEW LINE, speech marks
* Nouns: common, proper and collective
* Verb tenses
* Use of 1st and 3rd person
* Subject/verb agreement
* Making notes with quick reference phrases
* Conjunctions
* Apostrophes: contractions and possession
* Grammatical sense and accuracy (checking work and self-correcting)
* Alphabetical order
* Idioms
* Opposites using prefixes: un, in, im, dis
* Proverbs
* Connectives
* Synonyms
* Usage: correct use of there/their, are/our, where/were, etc

**Range of texts (for children to read for themselves)**

* Stories with familiar settings
* Myths
* Legends
* Fables
* Traditional tales
* Adventure and mystery stories
* Poetry
* Play scripts
* Information text
* Instructions
* Real life adventure
* Biographies
* Letters
* Diaries
* Word puzzles

**Key Stage 2**

**Griffins:**

**Texts (for study and comprehension)**

* Stories with particular focus on historical settings and characterisation
* Play scripts: with particular focus on settings and key incidents in 3 scenes
* Information text: with particular focus on text organisation and writing for different audiences (e.g. different age groups)
* Non-fiction text
* Poetry: similar themes, from different cultures, from different times
* Instructions: with particular focus on features of instructional text (use of 2nd person/easy to follow/logical order)
* Explanatory texts: with particular focus on features (opening explanation, bullet points, labelled diagrams)
* Contents page, Index, Glossaries
* Stories from different cultures: with particular focus on setting, relationships and issues
* Points of view: fact or opinion (e.g. Newspaper articles)
* Moral dilemmas and solutions
* Advertisements
* Persuasive writing
* Legends
* Folk tales and Myths

**Writing focus**

* Writing story plans: with particular focus on main characters/archetypes, setting (time and place), key events, ending
* Paragraphs
* Play scripts – turning stories into plays
* Writing an interview
* Writing a magazine article
* Writing reports
* Descriptive writing
* Writing for a variety of audiences
* Note-making
* Explanatory texts with use of clear explanation, diagrams with labels and bullet points
* Writing poetry
* Book reviews, reviews of theatre shows/trips
* Writing with points of view/opinion (e.g. newspaper articles)
* Advertisements

**Use of Language and Grammar**

* Revision of basic parts of speech: nouns, verbs, adjectives, pronouns etc
* Verb tenses: past, present, future
* Punctuation: to include colon and semi-colon
* Adverbs: definition, formation and recognition of
* Adjectives: to include use of similes and metaphors, comparison of adjectives and formation
* Synonyms
* Word order in sentences: with particular focus on how to formally answer question in written form in full sentences
* Apostrophes
* Connectives
* Prefixes and suffixes
* Making nouns and adjectives
* Prepositions
* Dashes and hyphens
* Conjunctions
* Alphabetical order
* Abbreviations: revision
* Direct and reported speech
* Homophones
* Idioms
* Proverbs
* Prepositions
* Connectives: simple, complex and time connectives
* Usage: correct use of its/it’s, passed/past, began/begun, broke/broken, came/come, whose/who’s, etc

**Range of texts (for children to read for themselves)**

* Historical stories
* Playscripts
* Newspaper articles
* Poems: from different cultures/different times
* Magazine articles
* Instructions
* Fantasy stories
* Sci-fi stories
* Stories with similar themes
* Information books
* Stories from different cultures
* Persuasive writing

**Key Stage 2**

**Minotaurs:**

**Texts (for study and comprehension)**

* Stories with clear structures: with particular focus on beginning, middle and end
* Play scripts: with particular focus on conventions (format, stage directions and asides)
* Story beginnings
* News reports: with particular focus on specific features of, fact and opinion
* Instructional texts
* Poetry: with particular focus on Narrative poems
* Stories from ancient cultures
* Persuasive/Informative writing
* Letters: with particular focus on letters to persuade and argue

**Writing focus**

* Story structure: with particular focus on beginning, middle and end, and story beginnings (description of the main character, description of the setting, speech to break up the narrative and an introduction to the main even/key incident of the story)
* Paragraphs
* Play scripts
* Instructions
* News reports
* Description of character/characterisation
* Writing from a point of view
* Communicating information
* Poetry
* Writing an argument – using persuasive language
* Book Reviews/reviews of shows and trips
* Note-taking
* Advertisements

**Use of Language and Grammar**

* Revision of all basic parts of speech and their use in sentences
* Dialogue: understanding of, and correct presentation of, in written work
* Person and tenses of verbs
* Imperatives and tenses of verbs
* Making complex sentences: extension of simple sentences with conjunctions and descrition
* Direct/Reported speech
* Agreement: noun and verb
* Agreement: tense and subject
* Categories of nouns
* Summarising sentences
* Ambiguity and subtleties
* Apostrophes
* Phrases vs. sentences: appropriate use of
* Clauses
* Prepositions
* Time-connectives
* Synonyms
* Homophones
* Antonyms
* Alphabetical order
* Complex abbreviations: e.g./i.e./R.S.V.P./via/viz, etc
* Double negatives
* Idioms
* Proverbs
* Prepositions

**Range of texts (for children to read for themselves)**

* Novels
* Playscripts
* Poems
* Instructions
* Short stories
* Legends: with particular focus on Greek legends
* News reports
* Ancient mythology
* Narrative poetry
* Folk tales
* Stories from different cultures
* Persuasive writing
* Choral poetry
* Advertisements

**Key Stage 2**

**Centaurs:**

**Texts (for study and comprehension)**

* Events from different points of view
* Established authors
* Fact/opinion/fiction
* First person narration/thirds person narration
* Scripts
* Information texts
* Poetry
* Argument
* Examples of suspense
* Stories: different genres
* Official language: formal vs. informal
* Writing style: different authors

**Writing focus**

* Stories: various styles and genres
* Stories: with particular focus on narrative viewpoints
* Autobiography
* Poetry
* Playscripts
* Biographies
* Journalistic writing
* Controversial issues: debating and use of persuasive language
* Rules and instructions
* Reviews
* Blurbs
* Letter writing
* Advertisements and promotions
* Note making

**Use of Language and Grammar**

* Revision of all parts of speech
* Complex sentences
* Dashes and brackets
* Prepositions
* Verbs and tenses
* Active/passive verbs
* Colons and semi-colons
* Clauses
* Tone and voice of formal/informal language
* Summary work
* Roots of words
* Prefixes/suffixes
* Language changes over time
* Idioms
* Proverbs

**Range of texts (for children to read for themselves)**

* Short stories and novels: all genres
* Classic and modern poetry
* Autobiographies and biographies
* Play scripts
* Diaries and letters
* Journalistic writing
* Information texts
* Travel writing
* Shakespeare

**Mathematics Programmes of Study**

The following is an agreed topic based Programme of Study for each year group in the Schools.

**Key Stage 1**

**Pegasus:**

**Number**

* Revision of previous knowledge and understanding
* Counting to, and back from 50 – then up to 100
* Place value up to hundred
* Addition bonds to 10
* Counting on and counting back
* More than/less than
* Number lines up to 100
* Subtraction of numbers less than 20
* Multiplication by 2,5 and 10
* Division by 2,5 and 10
* Odd and even numbers up to 100
* Square additions
* Horizon and vertical additions: Tens and unit columns
* Additions of more than 9, carrying over the extra ten
* Using a 100 square

**Shape and Space**

* Revision of previous knowledge and understanding
* Properties of 2D shapes: triangle, square, pentagon, hexagon and octagon.
* 3-D shapes: cube, cuboids, cylinder and cones.

**Handling Data**

* Revision of previous knowledge and understanding
* Reading graphs
* Bar graphs
* Pictograms
* Venn diagrams
* Estimation
* Sorting and matching by colour, shape, visual and functional differences
* Identifying and completing patterns

**Measurement**

* Revision of previous knowledge and understanding
* Ordinal numbers
* Days and months
* O’clock, half past, quarter to and quarter past
* Digital and analogue times
* Right angles
* Length- measuring cm, mm, m and km.
* Height and width

**Key Stage 1**

**Dragons:**

**Number**

* Revision of previous knowledge and understanding
* Separation of numbers into digits
* Reading 2 and 3 digit numbers
* Place value up to thousands then tens/hundreds of thousands
* Writing numbers in words up to hundreds of thousands
* Ordering numbers by size
* Understanding zero as a place value
* Addition of 2 and 3 digit numbers (without carrying)
* Conversion of units to tens and tens to hundreds
* Addition of 2 and 3 digit numbers (with carrying)
* Subtraction of 2 and 3 digit numbers (without conversion)
* Subtraction of 2 and 3 digit numbers with conversion and borrowing
* Missing numbers addition and subtraction problems
* Understanding of mathematical terminology: total, sum of and difference
* Rounding numbers to the nearest 10 and 100
* Simple number patterns
* Revision and consolidation of 2, 5 and 10 times tables
* Division by 2, 5 and 10
* Odd and even numbers
* Multiplication by 3 and 4
* Division by 3 and 4
* Missing number problems in multiplication and division
* Mental arithmetic skills using the four rules of number
* Mental Arithmetic (Schofield and Sims – expectation of being on the introductory book/book 1)

**Shape and Space**

* Revision of previous knowledge and understanding
* Properties of shapes: revision of all basic shapes, plus: hexagon, pentagon and octagon
* 3D shapes: cube, cuboid, cylinder and cone
* Mirror symmetry

**Handling Data**

* Revision of previous knowledge and understanding
* Reading tables
* Bar charts
* Pictograms
* Venn diagrams

**Measurement**

* Revision of previous knowledge and understanding
* Months: order and number of days in each
* Seasons: which months belong
* Time facts: seconds, minutes, hours, days weeks etc
* O’ clock, half past, quarter past and quarter to (digital and analogue)
* Intervals of 5 minutes (digital and analogue)
* Clockwise and anti-clockwise
* Right angles
* Weight: grams and kilograms
* Weight facts: 1000g = 1kg
* Conversion between grams and kilograms
* Length: mm, cm, m, km
* Plotting coordinates

**Key Stage 2**

**Unicorns:**

**Number**

* Revision of previous knowledge and understanding
* Place value up to tens of thousands
* Revision of 2, 5, 10, 3, 4 times tables and memorisation of 6, 7, 8, 9, 11 and 12 times tables
* Multiplication of up to tens of thousands by units up to 9
* Revision of addition up to tens of thousands
* Subtraction (without and with conversion) up to tens of thousands
* Inverse operations: +/- x/÷
* Fractions: mixed numbers, equivalent
* Fractions of numbers
* Division of numbers up to tens of thousands by units up to 9
* Division with remainders
* Mental arithmetic skills using the four rules of number
* Mental Arithmetic (Schofield and Sims – expectation of being on book 1/2)

**Shape and Space**

* Revision of previous understanding and knowledge
* Comparison of properties of 2D shapes
* Simple 3D shapes: cube, cuboid, cone and sphere
* Mirror symmetry

**Handling Data**

* Revision of previous knowledge and understanding
* Tallying
* Frequency tables
* Vertical and horizontal bar charts

**Measurement**

* Revision of previous knowledge and understanding
* Units of length and conversion between: mm, cm, m, km
* Units of weight (mass), measurement and conversion between: mg, g, kg
* Units of volume (liquid), measurement and conversion between: ml and litres
* Drawing of shapes accurately using given measurements

**Key Stage 2**

**Griffins:**

**Number**

* Revision of previous knowledge and understanding
* Place value up to hundreds of thousands
* Multiplication and division of numbers up to hundreds of thousands by 10, 100 and 1000
* Addition and subtraction using a variety of strategies and methods of numbers to hundreds of thousands
* Multiplication and subtraction up to hundreds of thousands by units up to 9
* Multiplication of 3 digit numbers by 2 digit numbers
* Four rules of number using money and coins
* Prime numbers
* Revision of all times tables
* Square numbers
* Square roots of whole numbers
* Function machines
* Mental addition and subtraction of two numbers up to 99
* Mental Arithmetic skills using the four rules of number
* Mental Arithmetic skills (expectation of being on book 2/3)

**Shape and Space**

* Revision of previous knowledge and shape
* Properties of 3D shapes: cylinder, cube, cuboid, sphere, cone, square-based pyramid, triangular-based prism and regular tetrahedron
* Faces, edges and vertices
* Shape: nets of cube, cuboid, square-based pyramid and triangular-based prism
* Symmetry

**Handling Data**

* Revision of previous knowledge and understanding
* Venn diagrams
* Surveys
* Choosing types of graph by subject of survey/data
* Using collected information and presenting data in a variety of graphs

**Measurement**

* Revision of previous knowledge and understanding
* Temperature: positive and negative readings
* 24 hour clock
* Time: minutes and seconds
* Using clocks and stopwatches
* Time problems
* Reading simple scales
* Pictograms – with each picture worth more than the value of one
* Units of measure problems using the four rules

**Key Stage 2**

**Minotaurs:**

**Number**

* Revision of previous knowledge and understanding
* Place value up to millions
* Number problems using the four rules up to millions
* Decimals as fractions
* Ordering decimals
* Four rules of number work pertaining to decimals
* Rounding numbers: using whole numbers and decimals
* Using calculators
* Converting decimals to fractions
* Converting fractions to decimals
* Comparing fractions
* Percentages: simple and complex
* Converting percentages into fractions and decimals
* Converting fractions into percentages
* Mathematical terminology
* Long multiplication
* Revision of square numbers
* Cube numbers
* Algebra as missing numbers/values 2x =10 x=5
* Mental arithmetic skills using the four rules of number
* Mental Arithmetic (Schofield and Sims – expectation of being on book 3/4)

**Shape and Space**

* Revision of previous knowledge and understanding
* Properties of 2D shapes: square, rectangle, rhombus, trapezium, parallelogram and kite
* Triangles: equilateral, isosceles, right-angled and scalene
* Polygons: regular and irregular
* Perimeter
* Area of 3 and regular 4 sided shapes
* Circles: diameter and radius
* Congruence
* Line symmetry
* Rotational symmetry
* Plane symmetry
* Volume

**Handling Data**

* Revision of previous knowledge and understanding
* Averages: mean, median, mode and range
* Pie diagrams
* Distance tables
* Probability
* Interpretation of graphs
* Plotting line graphs

**Measurement**

* Revision of previous knowledge and understanding
* Angles: right, acute, obtuse, reflex
* Measuring angles using a protractor
* Angles on a straight line
* Analogue and digital time problems using single minutes e.g 4.37 – 5.05: how many minutes
* Timetables: reading and problems
* Reading a variety of scales between whole numbers
* Map references
* Constructing triangles using a compass and protractor

**Key Stage 2**

**Centaurs:**

**Number**

* Revision of previous knowledge and understanding
* Place value of to tend of millions
* Number problems up to tens of millions using the four rules of number
* Revision of long multiplication
* Long division
* Triangular numbers
* Number sequences inc. Fibonacci sequence
* Square roots
* Estimations of square roots
* Square roots using a calculator
* Sequencing using the ‘nth’ term
* Mental arithmetic skills using the four rules of number
* Mental Arithmetic (Schofield and Sims – expectation of being on book 4/5)
* Preparation for Entrance Examinations at 11+

**Shape and Space**

* Revision of previous knowledge and understanding
* Circles
* Circumference of circles
* Calculating the area of a circle
* Reflection, translation and rotation of shapes

**Handling Data**

* Revision of previous knowledge and understanding
* Conversion graphs
* Methods of handling data
* Ensuring fairness of surveys and methods of testing

**Measurement**

* Revision of previous knowledge and understanding
* Imperial measurements and simple estimates of conversion to metric
* Time problems using the four rules of number

**Key Stage 1 Topics and Programmes of Study**

**Science and Other Subjects**

**Pegasus**

**Science:**

All children will be taught to use the following practical scientific methods, processes and skills through the topics listed below:

* asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions

Pupils will be taught to:

**Plants**

* identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* identify and describe the basic structure of a variety of common flowering plants, including trees

Children will use the local environment (both on and off school premises) to explore and answer questions about plants growing in their habitats.

They will observe and tend to plants (flowers and vegetables) they have grown themselves.

They will draw, label and learn the terms: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches and stem.

Children will observe using magnifying glasses and compare and contrast familiar plants, describing how they were able to identify and group them. They will make drawings of different plants showing the various parts (including trees) e.g. identifying different local trees) and keep records of how they change over time - this will include work across the curriculum on changing seasons.

**Animals, including humans:**

* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* identify and name a variety of common animals that are carnivores, herbivores and omnivores
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
* identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense

Children will explore animals in their habitats around the local environment (on and of the premises). They will learn to understand how to care for animals taken from their environment and the need to return them safely after study.

Children will learn common names a range of animals comparing those with ones they might keep as pets and these that would not be suitable.

Children will learn through a range of creative and scientific opportunities the names of the parts of the body.

Children will learn about animals and humans through first hand experience as well as through secondary sources (videos and photographs and written accounts).

They will learn to group animals according to what they eat, and use their senses to compare different textures, sounds and smells.

**Everyday materials:**

* distinguish between an object and the material from which it is made
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
* describe the simple physical properties of a variety of everyday materials
* compare and group together a variety of everyday materials on the basis of their simple physical properties

**Seasonal changes:**

* observe changes across the four seasons
* observe and describe weather associated with the seasons and how day length varies

**Pegasus - History**

Pupils will be taught to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use primary and secondary sources and understand the difference.

Topics should include:

* Changes within living memory - starting with today and working backwards etc
* Creating a simple family tree as far back as grandparents/great-grandparents
* Events beyond living memory
* Historical Figures and why we remember them e.g. Florence Nightingale, John Logie Baird, Alexander Graham Bell etc
* Significant historical events in the local area (in negotiation with Dragons)

**Pegasus - Geography**

Pupils will be taught to:

**Locational knowledge**

* name and locate the world’s seven continents and five oceans

**Place Knowledge**

* understand geographical similarities and differences through a study of the human and physical geography of a small area in the UK and a small area in a contrasting non-European country

**Human and Physical Geography**

* identify seasonal and daily weather patterns in the UK and specifically the local area - weather charts and rain gauges
* Identify hot and cold areas of the world in relation to the equator and the North and South Poles

**Geographical skills and fieldwork**

Pupils will:

* use simple world maps, atlases and globes to identify the UK and its countries as well as the rest of the world
* use simple compass directions and locational and directional language (North South East West nearby by etc)
* use simple fieldwork and observational skills to study the geography of the school and the main human and physical features of the surrounding environment i.e. traffic studies comparing Telford Road and Ladbroke Grove, the new houses being built on Portobello Road, the types of amenities nearby: types of shops, places of entertainment etc, and the increase or decrease in green spaces etc. (In conjunction with Dragons)

**Pegasus - Religious Education**

Places of Worship and basic rituals (in negotiation with Sprites and Dragons)

Topics should include but not be limited to:

* Places of worship and key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

The specific religions covered are:

* Buddhism
* Christianity
* Hinduism

Children should develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
* Fairness
* Love/friendship
* Empathy/compassion
* Respect/tolerance
* Awe and wonder
* Right and wrong
* Respect and value for the views and opinions of other faiths
* Respect for the right of others to hold their own religious views without ridicule or embarrassment
* Recognition that everybody is unique and has something to offer
* Appreciation for the impact that beliefs, values and traditions have on lifestyle

**Pegasus - Art/Design**

Art, craft and design will be taught with the specific aim to encourage children in their creative skills - they will primarily explore ideas and record their results.

Pupils will be taught to:

* use a range of materials creatively to design and make products
* use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* develop a wide range of techniques using colour, pattern, texture, line, shape, form and space
* know about the work of a range of artists, craft makers and designers.

Specific topics will include but not be limited to:

* Self-portraits
* Investigating materials – modelling
* Sculpture
* Moving pictures
* Playgrounds
* Eat more fruit and vegetables
* Homes

*The children should study a* ***famous sculptor*** *and visit some* ***famous sculptures in London.***

**Pegasus - Design and Technology**

The children will be taught to:

**Design**

* design purposeful, functional, appealing products for themselves and others based on design criteria (needs)
* generate, develop, model, and communicate ideas through talking, drawing, making templates and mockups

**Make**

* select from and use a range of tools and equipment to perform practical tasks
* select from and use a wide range of materials and components

**Evaluate**

* explore and evaluate a range of existing products
* evaluate their own ideas against design criteria

**Technical knowledge**

* build structures and explore how they can be made stronger and more stable
* explore and use mechanisms (e.g. levers, sliders, wheels etc)

Topics will include but not be limited to:

* Moving pictures
* Playgrounds
* Homes
* Drink designs (e.g. smoothies, juices etc)

**Cooking and Nutrition**

Pupils will be taught to:

* use the basic principles of healthy and varied diet to prepare simple dishes
* understand where food comes from

**Pegasus - ICT / Computing**

Pupils will be taught to appreciate technology and digital devices as part of daily routine and life.

This will include:

* an understanding of what algorithms are: how they are implemented on a range of simple devices and executed by following a sequence of precise and unambiguous instructions
* writing and testing simple programs
* using logical reasoning to predict the behaviour of simple programs
* using technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognising common uses of information technology beyond school
* using technology safely and respectfully - keeping personal information private, identifying where to go for help / support when they have concerns about content or contact on the internet or other online technologies

Lessons will include the use of beebots, computers and iPads available at the school.

**Specific topics** should include but not be limited to:

* Revision of earlier work on programable floor robots - beginning with blindfold navigation linked to development on instruction games
* Card games with playing cards: simple algorithm work based on sorting in different ways - small group work e.g. ordering the cards the fastest (black and red, four sets, 1 to king etc) - linking this to how a computer uses logic to work
* Making sandwiches - simple algorithms linked to what is common and what is different (e.g. common: bread, butter, method, instruments and instructions / vs: what is not common: specific ingredients) and linking this to how programes work on the computer
* Choose 3 games and compare for ease of use, enjoyment, satisfaction, etc
* Taking, storing, printing photographs - making a specific class story in photographs and linking this with text and print
* Saving and retrieving information
* Sending emails to each other, parents, teachers etc - receiving answers - what is it appropriate to tell others?
* Identity: logins, etc
* Identity: what do the pupils want others to know about them and link this to safety

**Pegasus - Music**

Pupils will be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high quality live and recorded music
* experiment with the creation of their own music and musical ideas

**Pegasus - Physical Education**

Pupils will be taught to:

* master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
* participate in team games
* perform dances using simple and sequenced movements

**Dragons**

**Science**

All children will be taught to use the following practical scientific methods, processes and skills through the topics listed below:

* asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions

**Living Things and their Habitats**

Pupils will:

* explore and compare the differences between things that are alive, dead and those that have never been alive
* 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 and their habitats, including micro-habitats
* describe how animals obtain their food from plants and other animals, looking at simple food chains and identifying and naming different sources of food.

Pupils should begin to understand that all living things have certain characteristics that are essential for keeping them alive and healthy. They should be able to ask and answer questions about life processes that are common to all living things. Children should look at and explore with first hand experience micro-habitats (e.g. woodlice under stones, logs etc). They should explore habitats specifically located in their local area both inside and outside of school, as well as those in less familiar habitats (seashore, woodland, rainforest etc). All pupils should have experience of sorting and classifying and recording their findings using charts. They should be able to extract simple information from charts. They should construct simple food-chains that includes humans.

**Plants**

Pupils will be taught to:

* have first hand experience within the class of planting, observing and describing 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
* use the local environment to observe how different plants grow
* know and understand germination, growth, survival and reproduction in plants

**Animals including Humans**

Pupils will be taught to:

* know and understand that animals including humans have offspring which grow into adults: life cycles of egg-chick-chicken-egg, butterflies, frogs, spring lambs etc
* find out about and describe the basic needs of animals, including humans, for survival (water, food, air)
* describe the importance of exercise, eating the right amounts off different types of food, and hygiene.

*There should opportunities for first hand experiences as well as use of videos, photographs and texts.*

**Use of everyday materials**

Pupils will be taught to:

* 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 that shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Pupils will work scientifically by comparing the uses of everyday materials in and around the school with materials found at home and in other familiar places, observing closely, identifying and classifying the uses of different materials and recording their observations.

**Dragons - History**

Pupils will be taught to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use primary and secondary sources and understand the difference.

Topics should include but not be limited to:

* What were homes like in the past?
* What were seaside holidays like in the past?

In both units of study, the children should learn to research for themselves by visiting museums and interviewing personal family members etc.

* The Great Fire of London and its significance on the way we build today
* The lives of significant individuals who have contributed to national and international achievements: e.g. Christopher Columbus, Elizabeth 1, Queen Victoria, William Caxton, Neil Armstrong, Mary Seacole etc
* Significant historical events on the local area (in negotiation with Pegasus)

**Dragons - Geography**

Pupils will be taught to:

**Locational knowledge**

* name, locate and identify the characteristics of the four countries and capital cities that make up the UK

**Place Knowledge**

* understand geographical similarities and differences through a study of the human and physical geography of a small area in the UK and a small area in a contrasting non-European country

**Human and Physical Geography**

* Learn about and use basic geographical vocabulary to refer to:
  + - key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

**Geographical skills and fieldwork**

Pupils will:

* use world maps, atlases and globes to identify the UK and its countries as well as the rest of the world
* use simple compass directions and locational and directional language to describe the features on a map
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features i.e. devise a simple map and construct and use basic key symbols
* use simple fieldwork and observational skills to study the geography of the school and the main human and physical features of the surrounding environment i.e. Look at different types of housing and space in the local area - houses, apartments, mansions blocks etc, comparing this with other areas in the world.

**Dragons - Religious Education**

Places of Worship and basic rituals (in negotiation with Sprites and Dragons)

Topics should include but not be limited to:

* Places of worship and key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

The specific religions covered are:

* Islam
* Judaism
* Sikhism

Children should develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
* Fairness
* Love/friendship
* Empathy/compassion
* Respect/tolerance
* Awe and wonder
* Right and wrong
* Respect and value for the views and opinions of other faiths
* Respect for the right of others to hold their own religious views without ridicule or embarrassment
* Recognition that everybody is unique and has something to offer
* Appreciation for the impact that beliefs, values and traditions have on lifestyle

**Dragons - Art/Design**

Art, craft and design will be taught with the specific aim to encourage children in their creative skills - they will primarily explore ideas and record their results.

Pupils will be taught to:

* use a range of materials creatively to design and make products
* use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* develop a wide range of techniques using colour, pattern, texture, line, shape, form and space
* know about the work of a range of artists, craft makers and designers.

**Topics will include but not be limited to:**

* Mother Nature as designer (landscapes)
* Buildings

Children should study the work of a significant architect and visit some famous buildings in London (comparing old and new designs).

**Dragons - Design and Technology**

The children will be taught to:

**Design**

* design purposeful, functional, appealing products for themselves and others based on design criteria (needs)
* generate, develop, model, and communicate ideas through talking, drawing, making templates and mockups

**Make**

* select from and use a range of tools and equipment to perform practical tasks
* select from and use a wide range of materials and components

**Evaluate**

* explore and evaluate a range of existing products
* evaluate their own ideas against design criteria

**Technical knowledge**

* build structures and explore how they can be made stronger and more stable
* explore and use mechanisms (e.g. levers, sliders, wheels etc)

Topics will include:

* Vehicles
* Puppets
* Bags (for a specified purpose), textiles, simple joining techniques

**Cooking and Nutrition**

Pupils will be taught to:

* use the basic principles of healthy and varied diet to prepare simple dishes
* understand where food comes from

**Dragons - ICT / Computing**

Pupils will be taught to appreciate technology and digital devices as part of daily routine and life.

This will include:

* an understanding of what algorithms are: how they are implemented on a range of simple devices and executed by following a sequence of precise and unambiguous instructions
* writing and testing simple programs
* using logical reasoning to predict the behaviour of simple programs
* using technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognising common uses of information technology beyond school
* using technology safely and respectfully - keeping personal information private, identifying where to go for help / support when they have concerns about content or contact on the internet or other online technologies

Lessons will include the use of computers and iPads available at the school.

**Specific topics** should include but not be limited to:

* Revision of earlier work on programable floor robots - beginning with blindfold navigation linked to development on instruction games
* Card games with playing cards: simple algorithm work based on sorting in different ways - small group work e.g. ordering the cards the fastest (black and red, four sets, 1 to king etc) - linking this to how a computer uses logic to work
* Making sandwiches - simple algorithms linked to what is common and what is different (e.g. common: bread, butter, method, instruments and instructions / vs: what is not common: specific ingredients) and linking this to how programes work on the computer
* Choose 3 games and compare for ease of use, enjoyment, satisfaction, etc
* Taking, storing, printing photographs - making a specific class story in photographs and linking this with text and print
* Saving and retrieving information
* Sending emails to each other, parents, teachers etc - receiving answers - what is it appropriate to tell others?
* Identity: logins, etc
* Identity: what do the pupils want others to know about them and link this to safety

**Dragons - Music**

Pupils will be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high quality live and recorded music
* experiment with the creation of their own music and musical ideas

**Dragons - Physical Education**

Pupils will be taught to:

* master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and apply these in a range of activities
* participate in team games
* perform dances using simple and sequenced movements

**Key Stage 2 Topics and Programs of Study**

**Unicorns**

**Science**:

Pupils will be taught to use the following practical scientific methods, processes and skills:

* asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations, and where appropriate taking accurate measurements using standard units with equipment like thermometers
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* recording findings using simple scientific language, labelled diagrams, bar charts and tables
* using results to draw simple conclusions, make predictions, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.

**Plants**

Pupils will be taught to:

* identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers
* explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
* Investigate the way water is transported within plants
* explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed disposal

**Animals, including humans**

Pupils will be taught to:

* identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
* identify that humans and some animals have skeletons and ,muscles for support, protection and movement

**Rocks**

Pupils will be taught to:

* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed
* recognise that soils are made from rocks and organic matter

**Light**

Pupils will be taught to:

* recognise that they need light in order to see things and that dark is the absence of light
* know that light is reflected from surfaces
* recognise that light from the sun can be dangerous and that there are ways to protect their eyes
* recognise that shadows are formed when the light from a light source is blocked by a solid object
* find patterns in the way that the size of shadows change.

**Forces and magnets**

Pupils will be taught to:

* compare how things move on different surfaces
* notice that some forces need contact between two objects but magnetic forces can act at a distance
* observe how magnets attract or repel each other and attract some materials and others
* compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not and identify some magnetic materials
* describe magnets as having two poles
* predict whether two magnets will attract or repel each other, depending on which poles are facing

**Unicorns - History**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today.

Topics should include but not be limited to:

* Timeline of British history from the Stone Age to the current day and where important events fit in
* Why have people invaded and settled in Britain in the past and the influences the invasions have had?
* A term by term chronological emphasis on: the Stone Age, the Romans and the Anglo Saxons

**Unicorns - Geography**

Pupils will be taught to:

**Locational knowledge**

* Locate counties and cities in the UK and note their topographical fears as well as human and physical characteristics

**Human and Physical Geography**

* Weather
* Water Cycle
* What’s in the news (with a geographical emphasis)
* Connecting ourselves to the world (communication systems: post, telephones, faxes, emails, mobiles etc)

**Geographical skills and fieldwork**

* Use maps, atlases and globes to identify where the UK is in relation to the rest of the world and how it differs because of this in terms of weather and physical geography
* Use fieldwork to observe, measure, record and present human and physical features of the local area: specifically the development of bridges in London and their influence on the development of the area (connecting history and geography)

**Unicorns - Religious Education**

The main religion of study will be Christianity.

Topics should include but not limited to:

* The development of Christianity
* History of the Bible
* Old Testament and New Testament key stories
* Difference between Church of England and Protestant beliefs, ways of worship and style of buildings
* Key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Children should continue to develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
* Fairness
* Love/friendship
* Empathy/compassion
* Respect/tolerance
* Awe and wonder
* Right and wrong
* Respect and value for the views and opinions of other faiths
* Respect for the right of others to hold their own religious views without ridicule or embarrassment
* Recognition that everybody is unique and has something to offer
* Appreciation for the impact that beliefs, values and traditions have on lifestyle

**Unicorns - Art and Design**

Pupils will be taught to develop their techniques, including their control and use of materials. They will explore and practise their creativity through experimentation and an increasing awareness of different kinds of art, craft and design.

The children will:

* create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
* know about great artists, architects and designers in history.

Topics should include:

* Portraying relationships and emotions (happiness, sadness, anger, fear etc)
* Investigating pattern

Children should study an artist/artists who work particularly with pattern e.g. Islamic Art, Eastern Art etc

Art History: Prehistoric Art and Ancient Art

**Unicorns - Computing**

Pupils will be taught to:

* design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
* use sequence, selection and repetition in programs, work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programmes
* use logical reasoning explore how a simple algorithm works and to detect and correct errors in algorithms and programmes
* understand computer networks including the internet, how they can provide multiple services and the opportunities they offer for communication and collaboration
* describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property,
* use technology responsibly, safely and securely
* select, use and combine a variety of software on a range of digital devices (including iPads)

Topics should include but not be limited to:

Appropriate Key Stage 2 games

Use of apps / games on the iPads

Digital camera project – printed up or made into a digital art book

Use of emails as communications

Public profiles – safe internet use

Saving information in various forms (inc. cloud)

Simple algorithm games using packs of cards and yes/no boards

Use of Scratch (free resource to download)

Compare and contrast various search engines (specific and safe subjects)

Drawing

**Unicorns - Design and Technology**

When designing and making, pupils will be taught to:

Design

* use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

Make

* select from and use a wider range of tools and equipment to perform practical tasks
* select from and use a wider range of materials and components

Evaluate

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria, considering the views of others for improvement
* understand how key events and technology have helped shape the world

Technical knowledge

* apply their knowledge of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products
* understand and use electrical systems in their products
* apply their understanding of computing to programme, monitor and control their products

Topics should include:

* Night lights for the bedroom (electrical systems – simple switches / batteries)
* Sandwich snacks and advertising packages
* Moving figures
* Photograph frames

**Cooking and Nutrition**

Pupils should be taught to:

* Understand and apply the principles of a healthy and varied diet
* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

**Unicorns - Music**

Pupils should be taught to:

* Play and perform in solo and group contexts using their voices and musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes
* Listen with attention to detail and recall sounds with increasing aural memory
* Use and understand staff and other musical notations
* Appreciate and understand a wide range of high quality live and recorded music from different traditions, composers and musicians
* Develop an understanding of he history of music

Pupils should experience live music on a regular basis – plan for and look out for free London concerts experiences.

**Unicorns - Physical Education**

Pupils should be taught to:

* Use running, jumping, throwing and catching in isolation and combination
* Play competitive games, modified where appropriate, e.g. bat and ball, basketball, cricket, football, hockey, netball, rounders and tennis and apply the basic principles of attack and defence
* Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
* Perform dances using a range of movements patterns
* Take part in outdoor and adventurous activity challenges (e.g. PGL) and wide games
* Compare their performances with previous ones and demonstrate improvement and personal best

**Griffins**

**Science**

Pupils will be taught to use the following practical scientific methods, processes and skills:

* asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations, and where appropriate taking accurate measurements using standard units with equipment like thermometers
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* recording findings using simple scientific language, labelled diagrams, bar charts and tables
* using results to draw simple conclusions, make predictions, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.

Pupils will be taught to:

**Animals including humans**

* describe the simple functions of the basic parts of the digestive system in humans
* identify the different types of teeth in humans and their simple functions
* construct and interpret a variety of food chains, identifying producers, predators and prey

**States of Matter**

* Compare and group materials together according to whether they are solids, liquids or gases
* Observe that some materials change state when they are heated or cooled
* Measure or research the temperature at which the above happens in degrees Celsius
* Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

**Sound**

* Identify how sounds are made, associating some of them with something vibrating
* Recognise that vibrations from sounds travel through a medium to the ear
* Find patterns between the pitch of a sound and features of the object that produced it
* Find patterns between the volume of a sound and the strength of the vibrations that produced it
* Recognise that sounds get fainter as the distance from the sound source increases

**Electricity**

* Identify common appliances that run on electricity
* Construct a simple series electrical circuit, identifying and naming its basic parts
* Identify whether or not a lamp will light on a simple series circuit based on whether or not the lamp is part of a complete loop with a battery
* Recognise that a switch opens and closes a circuit
* Recognise common conductors and insulators and associate metals with being good conductors

**Griffins - History**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today.

Topics should include but not be limited to:

* A chronological exploration of the Vikings to the time of Edward the Confessor (Middle Ages)
* Magna Carta
* Bayeux Tapestry
* Tudors and Stuarts

**Griffins - Geography**

**Locational and place knowledge**

* Locate the world’s countries, using maps to focus on Europe, including Russia, concentrating on capitals and the main physical and human characteristics
* A rural village somewhere else in the UK - make contact with a school in a rural part of Wales or Scotland sending photographs of and information about London

**Human and Physical Geography**

* How and where do we spend our time?
* Positive and negative impact of people on the environment
* Improving the environment

**Geographical skills and fieldwork**

* Using eight points of the compass, four point grid references, symbols and keys – outdoor location work
* Use fieldwork to observe, measure, record and present human and physical features of the local area: specifically the development of transport in London with an emphasis on the tube system

**Griffins - Religious Education**

The main religion of study will be Judaism.

Topics should include but not limited to:

* The development of Judaism
* Key stories and the development of the Torah
* Difference between traditional and more liberal Jewish faiths
* Synagogues
* Key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Children should continue to develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
* Fairness
* Love/friendship
* Empathy/compassion
* Respect/tolerance
* Awe and wonder
* Right and wrong
* Respect and value for the views and opinions of other faiths
* Respect for the right of others to hold their own religious views without ridicule or embarrassment
* Recognition that everybody is unique and has something to offer
* Appreciation for the impact that beliefs, values and traditions have on lifestyle

**Griffins - Art and Design**

Pupils will be taught to develop their techniques, including their control and use of materials. They will explore and practise their creativity through experimentation and an increasing awareness of different kinds of art, craft and design.

The children will:

* create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
* know about great artists, architects and designers in history.

Topics should include:

* Viewpoints: different interpretations of what the artist wants to portray e.g. the same object presented in a variety of media: pencil, charcoal, print, watercolour etc
* Take a seat: furniture in art
* Journeys: vehicles in art

The children should study an artist who works with a variety of media.

Art History: Medieval Western Art / Renaissance Art

**Griffins - Computing**

Pupils will be taught to:

* design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
* use sequence, selection and repetition in programs, work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programmes
* use logical reasoning explore how a simple algorithm works and to detect and correct errors in algorithms and programmes
* understand computer networks including the internet, how they can provide multiple services and the opportunities they offer for communication and collaboration
* describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property,
* use technology responsibly, safely and securely
* select, use and combine a variety of software on a range of digital devices (including iPads)

Topics should include but not be limited to:

Appropriate Key Stage 2 games

Use of apps / games on the iPads

Digital camera project – printed up or made into a digital art book

Use of emails as communications

Public profiles – safe internet use

Saving information in various forms (inc. cloud)

Simple algorithm games using packs of cards and yes/no boards

Use of Scratch (free resource to download)

Compare and contrast various search engines (specific and safe subjects)

Drawing

**Griffins - Design and Technology**

When designing and making, pupils will be taught to:

Design

* use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

Make

* select from and use a wider range of tools and equipment to perform practical tasks
* select from and use a wider range of materials and components

Evaluate

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria, considering the views of others for improvement
* understand how key events and technology have helped shape the world

Technical knowledge

* apply their knowledge of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products
* understand and use electrical systems in their products
* apply their understanding of computing to programme, monitor and control their products

Topics should include:

* Money containers
* Storybooks
* Torches
* Alarms

**Griffins - Cooking and Nutrition**

Pupils should be taught to:

* Understand and apply the principles of a healthy and varied diet
* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

**Griffins - Music**

Pupils should be taught to:

* Play and perform in solo and group contexts using their voices and musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes
* Listen with attention to detail and recall sounds with increasing aural memory
* Use and understand staff and other musical notations
* Appreciate and understand a wide range of high quality live and recorded music from different traditions, composers and musicians
* Develop an understanding of he history of music

Pupils should experience live music on a regular basis – plan for and look out for free London concerts experiences.

**Griffins - Physical Education**

Pupils should be taught to:

* Use running, jumping, throwing and catching in isolation and combination
* Play competitive games, modified where appropriate, e.g. bat and ball, basketball, cricket, football, hockey, netball, rounders and tennis and apply the basic principles of attack and defence
* Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
* Perform dances using a range of movements patterns
* Take part in outdoor and adventurous activity challenges (e.g. PGL) and wide games
* Compare their performances with previous ones and demonstrate improvement and personal best

**Minotaurs**

**Science**

Pupils will be taught to use the following practical scientific methods, processes and skills:

* Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* Taking measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate
* Recording data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs
* Using test results to make predictions to set up further comparative and fair tests
* Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms in the form of presentations and displays
* Identifying scientific evidence that has been used to support or refute ideas and/or arguments

Pupils will be taught to:

**Living things and their habitats**

* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* Describe the life processes of reproduction in some plants and animals

**Animals including humans**

* Describe the changes as humans develop to old age – pupils should draw a timeline to indicate stages in growth and development
* Puberty

**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
* Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
* Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic
* 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 bicarbonate of soda

**Earth and Space**

* Describe the movement of Earth and other planets relative to the sun and 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

**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

**Minotaurs - History**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today.

Topics should include but not be limited to:

* The Georgians, slavery and America
* The Victorians
* The Battle of Britain

**Minotaurs - Geography**

**Locational and place knowledge**

* Locate the world’s countries, using maps to focus on North and South America concentrating on capitals and the main physical and human characteristics
* British and world rivers and coasts, concentrating on the formations of both

**Human and Physical Geography**

* Natural disasters
* Local traffic

**Geographical skills and fieldwork**

* Using eight points of the compass, six point grid references, symbols and keys – outdoor location work (following maps)
* Use fieldwork to observe, measure, record and present human and physical features of the local area: specifically the development of London as an international city of commerce and finance

**Minotaurs - Religious Education**

The main religion of study will be Islam.

Topics should include but not limited to:

* The development of Islam
* Key stories and the development of the Quran
* Mosques
* Key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Children should continue to develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
* Fairness
* Love/friendship
* Empathy/compassion
* Respect/tolerance
* Awe and wonder
* Right and wrong
* Respect and value for the views and opinions of other faiths
* Respect for the right of others to hold their own religious views without ridicule or embarrassment
* Recognition that everybody is unique and has something to offer
* Appreciation for the impact that beliefs, values and traditions have on lifestyle

**Minotaurs - Art and Design**

Pupils will be taught to develop their techniques, including their control and use of materials. They will explore and practise their creativity through experimentation and an increasing awareness of different kinds of art, craft and design.

The children will:

* create sketch books to record their observations and use them to review and revisit ideas
* improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
* know about great artists, architects and designers in history.

Topics should include:

* Objects and meanings
* Photography
* Textiles

The children should study an artist who works with textiles as well as a photographer

Art History: Eastern Art

**Minotaurs - Computing**

Pupils will be taught to:

* design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
* use sequence, selection and repetition in programs, work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programmes
* use logical reasoning explore how a simple algorithm works and to detect and correct errors in algorithms and programmes
* understand computer networks including the internet, how they can provide multiple services and the opportunities they offer for communication and collaboration
* describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property,
* use technology responsibly, safely and securely
* select, use and combine a variety of software on a range of digital devices (including iPads)

Topics should include but not be limited to:

Appropriate Key Stage 2 games

Use of apps / games on the iPads

Digital camera project – printed up or made into a digital art book

Use of emails as communications

Public profiles – safe internet use

Saving information in various forms (inc. cloud)

Simple algorithm games using packs of cards and yes/no boards

Use of Scratch (free resource to download)

Compare and contrast various search engines (specific and safe subjects)

Drawing

**Minotaurs - Design and Technology**

When designing and making, pupils will be taught to:

Design

* use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

Make

* select from and use a wider range of tools and equipment to perform practical tasks
* select from and use a wider range of materials and components

Evaluate

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria, considering the views of others for improvement
* understand how key events and technology have helped shape the world

Technical knowledge

* apply their knowledge of how to strengthen, stiffen and reinforce more complex structures
* understand and use mechanical systems in their products
* understand and use electrical systems in their products
* apply their understanding of computing to programme, monitor and control their products

Topics should include:

* Musical instruments
* Bread and biscuits – packaging and advertising
* Moving toys

**Minotaurs - Cooking and Nutrition**

Pupils should be taught to:

* Understand and apply the principles of a healthy and varied diet
* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

**Minotaurs - Music**

Pupils should be taught to:

* Play and perform in solo and group contexts using their voices and musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes
* Listen with attention to detail and recall sounds with increasing aural memory
* Use and understand staff and other musical notations
* Appreciate and understand a wide range of high quality live and recorded music from different traditions, composers and musicians
* Develop an understanding of he history of music

Pupils should experience live music on a regular basis – plan for and look out for free London concerts experiences.

**Minotaurs - Physical Education**

Pupils should be taught to:

* Use running, jumping, throwing and catching in isolation and combination
* Play competitive games, modified where appropriate, e.g. bat and ball, basketball, cricket, football, hockey, netball, rounders and tennis and apply the basic principles of attack and defence
* Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
* Perform dances using a range of movements patterns
* Take part in outdoor and adventurous activity challenges (e.g. PGL) and wide games
* Compare their performances with previous ones and demonstrate improvement and personal best

**Centaurs**

**Science**

Pupils will be taught to:

**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

**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
* Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* Describe the ways in which nutrients and water are transported within animals including humans

**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

**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

**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

**Centaurs - History**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today.

Topics should include but not be limited to:

* The achievements of earliest civilisation (non-British)
* Ancient Greece
* A non-European society (e.g. Baghdad, Mayans, Benin tribe)

**Centaurs - Geography**

**Locational and place knowledge**

* Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

**Human and Physical Geography**

* Climate zones, biomes, and vegetation belts
* Distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

* Use fieldwork to observe, measure, record and present human and physical features of the local area: political demographics and developments in London – specifically concentrating on 60 years of West Indians on Notting Hill (carnival, why they came, race riots etc)
* Use maps, atlases, globes and digital/computer mapping to locate and understand the significance of size of the countries being studied

**Centaurs - Religious Education**

The main religion of study will be Hinduism, Buddhism, Sikhism.

Topics should include but not limited to:

* The development of Hinduism, Buddhism and Sikhism
* Key stories and the development of key writings
* Places of worship both abroad and in the UK
* Key celebrations

The children should learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Children should continue to develop an understanding of the importance of creating a community that works in harmony. This should include an exploration of:

* Forgiveness
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* know about great artists, architects and designers in history.

Topics should include:

* People in action – movement
* Stage art – set design, costume and make-up
* A sense of place – urban landscape (drawing and photography)

The children should study an artist who works with animation

Art History: Modern and contemporary

**Centaurs - Computing**

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* design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
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* understand and use electrical systems in their products
* apply their understanding of computing to programme, monitor and control their products

Topics should include:

* Shelters
* Slippers
* Pop-up café (themed menus, food, signage / market research, profit and loss)

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