The

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Schools

Curriculum Topics
and
Programmes of Study

Dragons

2020-2021

English

Teachers will continue to build on the children's accuracy and speed in reading. The children will read and listen to a wide range of texts for both pleasure and understanding. We will encourage and support them to develop an extensive vocabulary and to increase their comprehension and knowledge across the curriculum. The children will be given the opportunity to write every day. They will be taught to extend their sentences and to make plausible attempts at spelling words they have not yet learned. They will be challenged to organise their ideas and to communicate confidently.

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

Mathematics

The children will be encouraged and supported to develop confidence and mental fluency with numbers. We will cover the following:

Number

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

Shape and Space

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

Handling Data

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

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 (Biology)

The children 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.

The children 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 the children 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 (Biology)

The children 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 (Biology)

The children 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 (Physics and Chemistry)

The children 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.

The children 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.

History

The children will be taught, with reference to local and world events, 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 will 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)

Geography

The children will be taught, with reference to current politics and world events, 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

The children 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.

Religious Education

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

Topics will 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 swill 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

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.

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

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

The children will be taught to:

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

Computing

The children 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 programmable 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 the children want others to know about them and link this to safety

Logic and Reasoning

The children will be taught to develop and extend their memory as well as become good at solving logic problems and puzzles. We will encourage and support them to acquire the essential skills and strategies and understand how and when to use them.

When solving logic problems and puzzles, the following strategies will be taught:

- Identifying carefully what is known and what needs to be found and thinking about how they might relate
- Looking through the information that is given for any relationships or patterns that can be developed and used
- Developing a line of thinking that involves making inferences and deductions, for example 'if I know that then this could or must be true', and testing these out against the given information
- Taking one piece of the information and changing it, while keeping everything else fixed, to see what effect it has on the problem
- Choosing a way of recording and organising the given information that helps to see how the problem is structured
- Checking answers along the way to see if they satisfy the conditions or rules

Music

The children will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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

Languages

The children will be taught French and offered the opportunity to learn another language. The children will be taught common words and greetings. They will be taught songs and encouraged and supported to develop confidence in speaking what they know in a range of contexts.

Physical Education

The children 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