

## Our Curriculum Intent






Our aim is to create an inclusive, happy, caring and co-operative school community, which celebrates learning in all of its forms. We deliver a curriculum which is representative of our school community and ensures that all children feel welcome and included. We expect excellent behaviour from our pupils and use Positive Behaviour Support and Intervention which means that we relate positively towards children at all times and teach the children how to behave well as part of our curriculum. We believe that specific, meaningful praise and a secure, nurturing environment are necessary in order to develop the child's self-esteem and enable them to develop the confidence to learn with an open and curious mind.

Playfulness is an important element of our curriculum which encourages deep learning & fosters greater enjoyment of school life for children. We ensure that children are able to engage in learning outside of the classroom as much as possible, taking advantage of the school grounds, the local community and the wider cultural experiences that London has to offer. We also place a high priority on the arts. We encourage exploration alongside a knowledge-rich curriculum in order to ensure that children learn more, know more and remember more.

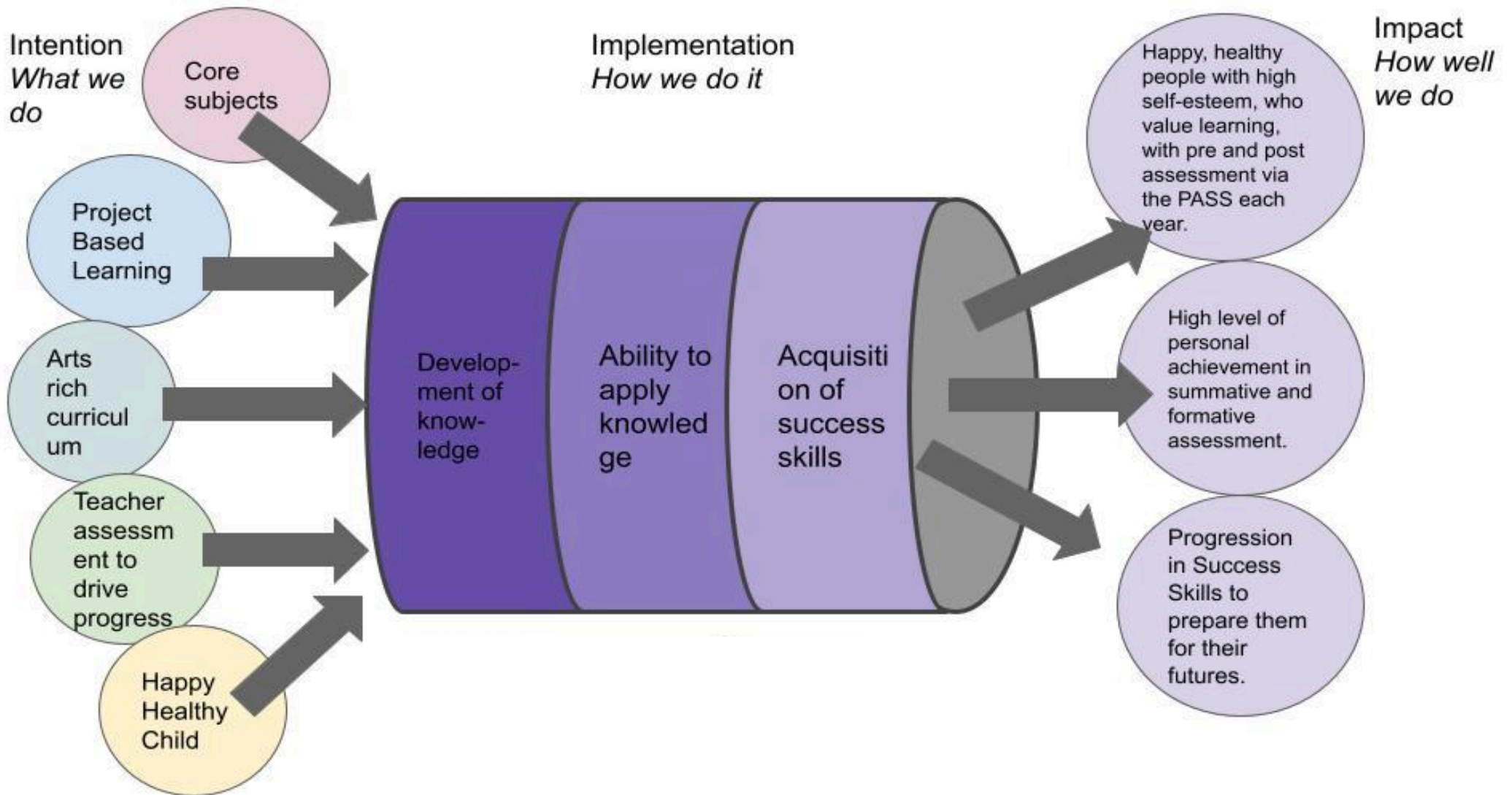
Our curriculum has breadth and ambition equal to the National Curriculum, with phonics taught via Read, Write, Inc and Maths taught using elements of the Maths Mastery approach with an emphasis on fluency. For English, please see our 'What English Looks Like' document. Foundation subjects are taught via Project Based Learning (see 'What PBL Looks Like' Document), Purple Mash for Computing, White Rose Science for Science and Chris Quigley for Art and D&T. Specialist teachers coordinate and teach PE and Music.

Children learn in many different ways so we aim to teach using many different pedagogical styles. Children learn individually, in pairs, in small groups or as a whole class. The classroom is silent, quiet or sometimes very noisy. Our staff are encouraged to teach in many different ways and constantly develop their teaching expertise. They are empowered to take risks in the classroom to ensure the curriculum is exciting and irresistible for the children. To this end the curriculum is organic and regularly re-evaluated.

Our curriculum design was based on our assessment of the needs of the children within our school community and can be summarised through the Virtues:



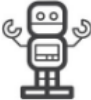



Pride	Passion	Partnership	Professionalism	Positivity
 <p><i>Our curriculum encourages our children to be proud of themselves, their cultures and the local community. It evolves to represent and foster acceptance of protected characteristics so that everyone feels included here.</i></p>	 <p><i>Our curriculum provides our children with a range of cultural media &amp; experience to open their minds and expose them to interests they may not otherwise encounter. These are then woven through the rest of the curriculum, informing the children's learning journey.</i></p>	 <p><i>Our curriculum teaches healthy coping strategies that encourage good mental health and social skills. It also enables us to work together as citizens, mindful of our effect on our community, our country and our planet.</i></p>	 <p><i>Our curriculum also enables children to develop metacognition and characteristics of effective learners, through playing &amp; exploring, active learning, creating, improving and thinking critically.</i></p>	 <p><i>Our curriculum is designed to be very ambitious and use progression ladders to help children develop their own mastery of each discipline. It is fundamentally delivered with Positive Behaviour Support to foster students' self-esteem.</i></p>

Through consultation with teaching staff, parents and our school council, and with regard to the latest Ofsted handbook, we further developed our curriculum to its current point:









## Hungerford School Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>Phonics</b>	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC
<b>Maths</b>	Just Like Me!	It's me, 1, 2, 3 Light and Dark	Alive in 5! Growing 6, 7, 8.	Building 9 and 10.	10 secure First, Then, Now	Find my pattern, On the Move
<b>UtW</b>	<a href="#">Settling In</a> Children explore their new class and friends. Little Rabbit Foo Foo for PBS  Shakespeare Alternative The Tempest Room on the Broom We're Going on a Bear Hunt	<a href="#">Celebration Stories and festivals</a> Birthdays A Dinosaur came to my Birthday Spot's Birthday Party So Much Kipper's Birthday  The Christmas Story	<a href="#">Farming Stories</a> Farmer Duck The Little Red Hen Old Mc Donald Had a Farm song	<a href="#">Journeys and travelling stories</a> Mr Gumpy's Outing Duck in the Truck The Train Ride Non fiction	<a href="#">A traditional story from Around the World</a> <a href="#">3 Versions of Goldilocks</a> The Ghanaian Goldilocks Goldilocks and the 3 bears Goldy Luck and the 3 pandas	<a href="#">Minibeasts</a>  Non fiction books on minibeasts The Bad Tempered Ladybird The very hungry caterpillar Mad about Minibeasts
<b>RE</b>	Harvest Diwali	Christmas Hanukkah	Lunar New Year	Eid Easter Orthodox Easter	Vaisakhi	
<b>Computing</b>	Tablet Training (tapping and swiping)	iPad Photography Purple Mash	Laptop Training (mouse and key finding)	Online Safety (using different devices)	Giving and following directions	Introduction to Purple Mash (creating avatars)







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>						
<b>English</b>	See Write and Create Curriculum Overview					
<b>Maths</b>	Time Place Value within 10	Addition and subtraction within 10	Place value within 20 Shape	Addition and subtraction within 20 Place value within 50	Addition and subtraction within 20 Place value within 50	Geometry position/direction Measurement: Money
<b>Project Based Learning (PBL)</b>	<p><a href="#">Historians</a></p>  <p>Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern</p> <p>Shakespeare project - <b>Macbeth</b> <b>History + Art</b></p>	<p><a href="#">Meteorologists</a></p>  <p>Children learn about the weather in the UK and in other places around the world. They create weather stations to measure rainfall, temperature and wind speed. They present their work by filming a weather segment for the daily news. <b>Science + Geography</b></p>	<p><a href="#">Toy Makers</a></p>  <p>Children become toy museum curators, learning about the history of toys (look at toys from around the world). They design and make their own futuristic toys. They create a class museum for visitors to learn about different toys and see their inventions. <b>History + DT</b></p>	<p><a href="#">Quilt Makers</a></p>  <p>Children find out about the different continents, focussing on the textile arts of specific countries. They recreate these patterns in different forms, and make a collaborative quilt that represents the diverse ethnicities that we have in our class. <b>Geography + DT</b></p>	<p><a href="#">Entomologists</a></p>  <p>Children learn about different insects and their natural habitats. They create models of different insects and produce information cards about them for a Science Fair. <b>Science + Oracy</b></p>	<p><a href="#">Diplomats</a></p>  <p>Children learn about life in other countries and compare Bangladesh with London. They create passports or fact files about their chosen countries. <b>Geography + Oracy</b></p>
<a href="#">Science</a>		<a href="#">PBL - The Seasons</a>	<a href="#">Materials</a>	<a href="#">Plants</a>	<a href="#">PBL - Animals</a>	<a href="#">Humans</a>
<b>RE</b>	Religions: Hinduism Theme: Which people are special and why?	Religions: Christianity Theme: What places are special and why?	Religions: Islam Theme: What times are special and why?	Religions: Sikhism Theme: Which stories are special and why?	Religions: Judaism Theme: What does it mean to belong to a faith community?	Religions: Buddhism Theme: How should we care for others and the world?
<b>Art/DT</b>	Art related PBL - Artist: Lorna Simpson	Art -Exploring drawing and painting Mixing colours	Art PBL related Painting Artist: Lieve Verschuier (Old Master)	D&T Sculpture Digital Art	D&T PBL related Clay Garden Artist: Malcolm Mobutu Smith	D&T Printing Textiles Artist: Margaret Burroughs
<b>Music</b>	*We use our voices expressively & creatively	*We focus on different rhythmic patterns with our	*We develop Musical Concepts:	*We focus on different rhythmic patterns through	*We use tuned and untuned instruments	*We listen with concentration and musical

	and learn to control their pitch, timbre.	voices & using our bodies. *We learn performance techniques.	- dynamics - tempo - pitch - duration - timbre - texture	body percussion. *We learn in a Kinaesthetic and practical way.	musically. *We develop and control musical aural memory. *We sing and play musically with increasing confidence.	understanding to live music. *We develop our understanding of musical structure
<a href="#">PSHE</a>	Physical health and wellbeing: What keeps me healthy?	Mental health and emotional wellbeing: Friendship	Sex and relationship education: Boys and girls, families		Keeping safe and managing risk: Indoors and outdoors	Drug, alcohol and tobacco education: Medicines and me
<b>PE</b>	Ball skills and dodging games	Gymnastics 1	Gymnastics 2	Ball skills with feet (football)	Mini Cricket skills	Run, Jump, Throw
<b>Computing</b>	<a href="#">Coding</a>	<a href="#">Online Safety</a>	<a href="#">Questioning</a>	<a href="#">Animated Story Books</a>	<a href="#">Making Music</a>	<a href="#">Spreadsheets</a>







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>						
<b>English</b>	See Write and Create Curriculum Overview					
<b>Maths</b>	<b>Time</b> Place value	Addition and subtraction Money	Multiplication and Division Statistics	Shape Fractions	Length and Height Position and Direction	Mass, Capacity and Temperature
<b>Project Based Learning (PBL)</b>	<a href="#">Historians</a>  Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern  Shakespeare project -	<a href="#">Conservationists</a>  Children learn about turtles and their habitats. They learn about the oceans of the world, and the habitats these amazing creatures are so dependent on. They create information posters about ocean preservation and host a charity fundraiser to support the WWF and sponsor a turtle. <b>Science + Geography</b>	<a href="#">Story Tellers</a>  Children learn about the Great Fire of London in 1666. They read the accounts which survived, make their own model houses to watch the fire spread and write stories to capture this historical event. They perform their stories for an audience in an assembly. <b>History + DT</b>	<a href="#">Tour Guides</a>  Children become local tour guides and create a video guide for people who are new to Islington. They find out about the history of our diverse borough, and publish their guides. Children will also become tour guides for an urban area in Bangladesh and compare the two localities <b>Geography + Oracy</b>	<a href="#">Botanists</a>  Children learn about the wonderful world of plants and create a classroom garden to enjoy. They make information cards about different plants they have discovered on their trip and create a 'botanists guide to growing plants'. <b>Science + Oracy</b>	<a href="#">Quizmasters</a>  Children learn about the different countries in the UK and the history of Great Britain. They create quizzes to test and inform people about their chosen country, and the different things they can experience there. <b>Geography + History</b>

	<b>Macbeth History + Art</b>					
<a href="#">Science</a>		<a href="#">PBL - Living things, their habitats and Survival</a>		<a href="#">Animals including Humans</a>	<a href="#">PBL - Plants</a>	<a href="#">Materials</a>
<b>RE</b>	The Bible: what does it say about God's promises?	Festivals: How do they celebrate the natural world?	Hindus: what do Hindu stories teach about life and the world?	Choices: Do we need rules to live by?	The world: how do different people explain how it started?	Prayer: Is it possible to speak to God?
<b>Art/DT</b>	Art related PBL - Collage <b>Artist: Bisa Butler</b>	Art -Exploring drawing and painting Mixing colours	Art PBL related Painting <b>Artist: Lieve Verschuier (Old Master)</b>	D&T Sculpture Digital Art	D&T PBL related Clay Garden <b>Artist: Malcolm Mobutu Smith</b>	D&T Printing Textiles <b>Artist: Margaret Burroughs</b>
<b>Music</b>	*We use our voices expressively & creatively and learn to control their pitch, timbre.	*We focus on different rhythmic patterns with our voices & using our bodies. *We learn performance techniques.	*We develop Musical Concepts: - dynamics - tempo - pitch - duration - timbre - texture	*We focus on different rhythmic patterns through body percussion. *We learn in a Kinaesthetic and practical way.	*We use tuned and untuned instruments musically. *We develop and control musical aural memory. *We sing and play musically with increasing confidence.	*We listen with concentration and musical understanding to live music. *We develop our understanding of musical structure
<a href="#">PSHE</a>	Physical health and wellbeing: What keeps me healthy?	Mental health and emotional wellbeing: Friendship	Sex and relationship education: Boys and girls, families		Keeping safe and managing risk: Indoors and outdoors	Drug, alcohol and tobacco education: Medicines and me
<b>PE</b>	Ball skills and dodging games	Gymnastics 1	Gymnastics 2	Ball skills with feet (football)	Mini Cricket skills	Run, Jump, Throw
<b>Computing</b>	<a href="#">Coding</a>	<a href="#">Online Safety</a>	<a href="#">Questioning</a>	<a href="#">Animated Story Books</a>	<a href="#">Making Music</a>	<a href="#">Spreadsheets</a>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>						
<b>DR Book focus</b>	RWI Comprehension		How to be a Lion by Ed Vere	Fantastic Mr Fox by Roald Dahl	Greenfingers by Keith Brumpton	Varjak Paw by SF Said
<b>English</b>	See Write and Create Curriculum Overview					







<b>Maths</b>	Position and direction Place Value Addition	Subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money Time	Shape Statistics
<b>Project Based Learning (PBL)</b>	<p><a href="#">Abstract Artists</a></p>  <p>Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern</p> <p><a href="#">Shakespeare project -</a> A Midnight Summer's Dream art/performance outcome <b>Art + Oracy</b></p>	<p><a href="#">Electricians</a></p>  <p>Children learn about electrical circuits, problem solving their way through different challenges. They design and make a model village which has light up elements. They showcase their village as part of the Christmas celebrations at school <b>Science + DT</b></p>	<p><a href="#">Curators</a></p>  <p>Children learn about the fascinating history of Ancient Rome and its legacy in England today. They create their own artefacts and open a classroom museum to show their learning to a real audience. <b>History + Art</b></p>	<p><a href="#">Hydrologists</a></p>  <p>Children learn about the fragile ecosystems to be found in inland water habitats such as rivers and ponds. They learn about the water cycle, coastal erosion and how animals and humans are affected by these natural processes. They create talking posters explaining their learning. <b>Science + Geography</b></p>	<p><a href="#">Cartographers</a></p>  <p>Children learn about living things and their habitats, the importance of conservation and how environmental changes can cause dangers to living things. They use their mapping skills to identify a suitable location for a sanctuary to protect a species, design a safe haven for them and present their work to an external panel. <b>Science + Geography</b></p>	<p><a href="#">Gastronomists</a></p>  <p>Children learn about different countries and their traditions. They discover recipes and ingredients from these places and design a cookbook featuring their own fusion recipes. They cook and serve their meals to a panel of experts. <b>Geography + DT</b></p>
<b>Science</b>		<b>PBL - <a href="#">Electricity</a></b>	<b><a href="#">Light</a></b>	<b>PBL - <a href="#">States of Matter</a></b>	<b><a href="#">Plants</a></b>	<b><a href="#">Forces</a></b>
<b>Art/DT</b>	Art related PBL - Abstract Artists Artist: Yayoi Kusama	Art Skills Exploring drawing and painting Digital Art	D&T related PBL Textiles Cooking	D&T related PBL Clay Art: Mixing colours	D&T Sculpture Artist: Veronica Ryan	Art Drawing (various media) Sketching
<b>Music</b>	*We sing musically with increasing confidence and control. *We play instruments with increasing confidence and control.	*We focus on different rhythmic patterns with our voices. *We focus on different rhythmic patterns through body percussion	*We develop Musical Concepts further: - dynamics & tempo - timbre & texture *We develop aural memory skills. *We perform in solo and ensemble contexts	*We develop Musical Concepts further: - pitch & duration *We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory.	*We use tuned and untuned instruments musically. *We develop and control musical aural memory. *We sing and play musically with increasing confidence.	*We listen with concentration and musical understanding to live music. *We develop our understanding of musical structure & basic musical notations
<b>RE</b>	Religions: Hinduism Theme: What can we learn from sacred books?	Religions: Christianity Theme: Who is a Christian ...?	Religions: Islam Theme: Who is a Muslim ...?	Religions: Sikhism Theme: What makes some places sacred?	Religions: Judaism Theme: Who is Jewish ...?	Religions: Buddhism Theme: How and why do we celebrate special times?

<a href="#">PSHE</a>	Identity, society and equality: Democracy	Drug, alcohol and tobacco education: Making choices	Physical health and wellbeing: What is important to me?	Physical health and wellbeing: What is important to me?	Sex and relationship education: Growing up and changing	
PE	Rounders	Benchball	Gymnastics	Cricket	Football	Athletics
Computing	<a href="#">Coding</a>	<a href="#">Online Safety</a> <a href="#">Effective Searching</a>	<a href="#">Graphing</a>	<a href="#">Animation</a>	<a href="#">Introduction to Artificial Intelligence</a>	<a href="#">Drawing with Logo</a>




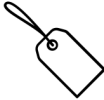


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>						
<b>DR Book focus</b>	Rickshaw Girl by Mitali Perkins		Born to Run by Michael Morpurgo	The Firework-maker's Daughter Philip Pullman	Anna Hibiscus Atinuke	The Day the Crayons Quit Olive Jeffers
<b>English</b>	See Write and Create Curriculum Overview					
<b>Maths</b>	<b>Time</b> Place Value Addition	Subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money	Shape Statistics Position and direction
<b>Project Based Learning (PBL)</b>	<a href="#">Historians</a>  Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern  Shakespeare project - <b>Macbeth</b> <b>History + Art</b>	<a href="#">Gastroenterologists</a>  Children learn about the human body, the organs and how we digest food. They create an animated tour through the human body, using 2animate software. <b>Science + Computing</b>	<a href="#">Curators</a>  Children learn about the earliest of civilisations in Britain through studying artefacts. They create their own artefacts and open a classroom museum to show their learning on the Stone Age to a real audience. <b>History + Art</b>	<a href="#">Conservationists</a>  Children learn about the rainforests of the world, and the threats they face. They create an advertising campaign to encourage people to help conserve the rainforest and raise money for the Rainforest Trust <b>Geography + Oracy</b>	<a href="#">Geologists</a>  Children learn about natural disasters and the science behind them. They study different rock types and states of matter. They create science fair demonstrations to show their learning to a real audience. <b>Science + Geography</b>	<a href="#">Egyptologists</a>  Children learn about the fascinating history of Ancient Egypt, and learn to tell stories like an Egyptian. They perform their stories to an audience, and showcase their learning in a live event. <b>History + Oracy</b>

<b>Science</b>		<a href="#">PBL - Skeletons/ The digestive system/ Food chains</a>	<a href="#">Forces and Magnets</a>	<a href="#">PBL - Group and Classify Living Things/ Habitats</a>	<a href="#">PBL - Rocks, Fossils and Soils</a>	<a href="#">Sounds/Light</a>
<b>Art/DT</b>	Art related PBL - Inspirational People <b>Artist: Henri Monet</b>	Art Skills Exploring drawing and painting Digital Art	D&T related PBL Textiles Cooking	D&T related PBL Clay Art: Mixing colours	D&T Sculpture <b>Artist: Veronica Ryan</b>	Art Drawing (various media) Sketching
<b>Music</b>	*We sing musically with increasing confidence and control. *We play instruments with increasing confidence and control.	*We focus on different rhythmic patterns with our voices. *We focus on different rhythmic patterns through body percussion	*We develop Musical Concepts further: - dynamics & tempo - timbre & texture *We develop aural memory skills. *We perform in solo and ensemble contexts	*We develop Musical Concepts further: - pitch & duration *We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory.	*We use tuned and untuned instruments musically. *We develop and control musical aural memory. *We sing and play musically with increasing confidence.	*We listen with concentration and musical understanding to live music. *We develop our understanding of musical structure & basic musical notations
<b>RE</b>	Sikhs: how does Guru Nanak inspire Sikhs today?	Natural world: what does dharma teach about attitudes to the planet?	Jesus: How does his treatment of outcasts speak to Christians today?	Prophet Muhammad: how does he inspire Muslims today?	Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?	Spirituality: how is art used in religions and beliefs?
<a href="#">PSHE</a>	Identity, society and equality: Democracy	Drug, alcohol and tobacco education: Making choices	Physical health and wellbeing: What is important to me?	Physical health and wellbeing: What is important to me?	Sex and relationship education: Growing up and changing	
<b>PE</b>	Rounders	Benchball	Gymnastics	Cricket	Football	Athletics
<b>Computing</b>	<a href="#">Coding</a>	<a href="#">Online Safety</a> <a href="#">Effective Searching</a>	<a href="#">Graphing</a>	<a href="#">Animation</a>	<a href="#">Introduction to Artificial Intelligence</a>	<a href="#">Drawing with Logo</a>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>						
<b>DR Book focus</b>	The Boy at the Back of the Class by Onjali Rauf	The Magician's Elephant by Kate Dicamillo	The Accidental Diary of a B.U.G. by Jen Carney	Ada's Violin by Susan Hood	The Silver Donkey by Sonya Hartnett	
<b>English</b>	See Write and Create Curriculum Overview					

Maths	Time Place value Addition and subtraction	Statistics Multiplication and division Area/perimeter	Multiplication and division Fractions	Fractions Decimals Percentages	Decimals Shape	Position/direction Converting units Volume
<b>Project Based Learning (PBL)</b>	<a href="#">Historians</a>  Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern  Shakespeare project - <b>Macbeth</b> <b>History + Art</b>	<a href="#">Travel Bloggers</a>  The children become travel bloggers and plan a journey around the world, visiting 3 countries. They learn about the history, culture and landscape of their chosen countries, and record what they have learnt on a blog/audio podcast. <b>Geography + Computing</b>	<a href="#">Virtual Curators</a>  The children learn about different Ancient cultures by studying primary and secondary sources. They present their learning about the Kingdom of Benin by creating a virtual museum.  <b>History + Computing</b>	<a href="#">Evolutionary Biologists</a>  Children learn about the science of evolution, adaptation and survival of the fittest. They learn about Charles Darwin and create their own demonstration of evolution over millions of years using clay and dioramas. They narrate the story of evolution and help an audience tour the timeline of evolution in a presentation. <b>Science + Oracy</b>	<a href="#">Physicists</a>  The children design and build moving toys having studied the physics behind their movement. The toys are put head to head in races, and the children discover the best design for a winning racer. <b>Science + DT</b>	<a href="#">Storytellers</a>  The children study the history of Ancient Greece, the birth of democracy, the Olympics and myths. They write and perform their own myths based on their own mythical creatures to a live audience. <b>History + Oracy</b>
	<a href="#">Science</a>		<a href="#">Animals including Humans/ Life Cycles</a>	<a href="#">Properties and changes of materials</a>	<a href="#">PBL - Variation and Adaptation</a>	<a href="#">PBL - Forces</a>
<b>Art / DT</b>	PBL - Artist Ninoy Lambou Drawing Matu: Collage	David Hockney Exploring sketching and Digital Mixing colours	Black Artists  Mixing colours/ creating palette	Sculpture Form and Design	PBL	PBL
<b>Music</b>	<ul style="list-style-type: none"> <li>*We sing musically with increasing confidence and control.</li> <li>*We play instruments with increasing confidence and control.</li> <li>*We use our voices accurately, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>*We focus on different rhythmic patterns with our voices.</li> <li>*We focus on different rhythmic patterns through body percussion</li> <li>*We manipulate ideas within musical structures &amp; compositional formats</li> </ul>	<ul style="list-style-type: none"> <li>*We develop Musical Concepts further:               <ul style="list-style-type: none"> <li>- dynamics &amp; tempo</li> <li>- timbre &amp; texture</li> <li>- pitch &amp; duration</li> </ul> </li> <li>*We develop aural memory skills.</li> <li>*We sing and play musically with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>*We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory alongside our aural memory.</li> <li>*We bring high-quality live music &amp; interaction into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>*We use tuned and untuned instruments musically.</li> <li>*We develop and control musical aural memory.</li> <li>*We develop understanding of musical composition</li> <li>*We perform in solo and ensemble contexts</li> </ul>	<ul style="list-style-type: none"> <li>*We listen with concentration and musical understanding to live music.</li> <li>*We develop our understanding of musical structure &amp; basic musical notations</li> <li>*We learn to understand basic staff and other musical notations.</li> </ul>
<b>RE</b>	Jews: how does	Jesus: how did he speak	Forgiveness: Is reconciliation	Muslims: What are the joys	Humanists: How can you	Buddhists: who was the

	remembering maintain Jewish identity?	truth to power?	possible?	and challenges of being Muslim in Britain?	lead a happy and meaningful life?	Buddha and what does he mean for Buddhists?
<a href="#">PSHE</a>	Physical health and wellbeing: In the media	Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk: When things go wrong	Mental health and emotional wellbeing: Dealing with feelings	Drug, alcohol and tobacco education: Different influences	Careers, financial capability and economic wellbeing: Borrowing and earning money
PE	Football	Basketball	Gymnastics	Tennis	Cricket	Athletics
Computing	<a href="#">Coding</a>	<a href="#">Blogging</a>	<a href="#">Game Creator (virtual exhibition)</a>	<a href="#">Online Safety</a> <a href="#">Concept Maps</a>	<a href="#">3D Modelling (Car Design)</a>	<a href="#">Word Processing (Google Docs)</a>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>						
<b>Book focus</b>	The Good turn by Sharna Jackson	Howl's Moving Castle by Diana Wynne Jones	Slaves for the Isabella By Julia Edwards	Carrie's War by Nina Bowden	Closing gaps	
<b>English</b>	See Write and Create Curriculum Overview					
<b>Maths</b>	Time Fractions	Converting units Ratio Algebra	Place value Four operations	Perimeter/area Volume Position/direction	Statistics Shape Decimals Percentages	Consolidation
<b>Project Based Learning (PBL)</b>	<a href="#">Historians</a>  Children learn about and choose a significant person (theme to be decided yearly by SMT) to name their class after. They create a shared portrait of their hero, developing their skills	<a href="#">Politicians</a>  Children conduct a model UN in school, debating the most pressing issues our world faces. They learn about the political perspectives of different global powers and host a debate for the school.	<a href="#">Traders</a>  Children learn about Great Britain's past and decide if it does qualify as 'Great'. They make their own tabletop tribes and must negotiate trade deals to ensure the growth of their populations, and learn about different factors of	<a href="#">Intelligence Agents</a>  Children learn about life on the homefront during WW2, the life of an evacuee and the impact WW2 had on the world. They create their own war scrapbooks, showcasing their learning on the topic in	<a href="#">Astronomers</a>  Children learn about our solar system, and conduct a tour of space in their own classroom planetarium. <b>Science + Oracy</b>	<a href="#">Microbiologists</a>  Children learn about the science behind antibiotics, ask and find answers to questions to antibiotic resistance. They learn about the circulatory system, and make informative documentaries

	with pencil, colour and pattern  Shakespeare project - <b>Macbeth</b> <b>History + Art</b>	<b>Geography + Oracy</b>	human geography. They present their conclusions in a persuasive speech for the Governors. <b>History + Geography</b>	a visual way. <b>History + Art</b>		about how to improve your lifestyle to be healthier. <b>Science + Computing</b>
<b>Science</b>		<a href="#">Light</a>	<a href="#">Living things and their habitats</a>	<a href="#">Electricity and Renewable Energy</a>	<a href="#">PBL - Earth and Space</a>	<a href="#">PBL - The Circulatory System Diet, Drugs and Lifestyle</a>
<b>Art</b>	Art related PBL <b>Artist: Jean-Michel Basquiat</b>	Art Skills: Exploring drawing and painting Mixing colours Creating a palette	Design and Technology Art: Black Artists Mixing colours/ creating palette	PBL - War Art <b>Artist: Henry Moore</b> Shelter sketches Sculptures	PBL related  Digital Art	Art Sculpture <b>Artist: Hew Locke</b>
<b>Music</b>	*We use our voices accuracy, fluency, control and expression *We manipulate ideas within musical structures & compositional formats *We use instruments with accuracy, fluency, control and expression	*We focus on different rhythmic patterns through body percussion, our voices and using live instruments *We improvise and compose music as a team using the inter-related dimensions of music	*We develop Musical Concepts further: - dynamics & tempo - timbre & texture - pitch & duration *We develop aural memory skills. *We bring high-quality live music & interaction in to the classroom	*We learn in a Kinaesthetic and practical way to develop fine motor skills, muscle memory, visual memory alongside our aural memory *We reference recorded music drawn from different traditions *We develop an understanding of the history of music	*We use tuned and untuned instruments musically. We develop and control musical aural memory. *We sing and play musically with increasing confidence. *We develop understanding of musical composition *We relate what we are doing to a time period	*We listen with concentration and musical understanding to live music. *We develop our understanding of musical structure & basic musical notations *We perform in solo and ensemble contexts We learn to understand basic staff and other musical notations.
<b>RE</b>	Hindus: how do Hindus see Brahman?	Sikhs: What does Khalsa mean to Sikhs today?	Pilgrimage: why are people still drawn to ancient places?	The Church: Has there always been diversity?	Ethics: How do we decide what is good?	Places of Worship
<b>PSHE</b>	Mental health and emotional wellbeing: Healthy minds	Identity, society and equality: Human rights	Sex and relationship education: Healthy relationships / How a baby is made	Keeping safe and managing risk: Keeping safe - out and about and FGM	Drug, alcohol and tobacco education: Weighing up risk	
<b>PE</b>	Rounders	Basketball	Gymnastics	Football	Cricket	Athletics
<b>Computing</b>	<a href="#">Coding</a>	<a href="#">Online Safety</a>	<a href="#">Spreadsheets</a>	<a href="#">Choose-Your-Own Text Adventures</a>	<a href="#">Quizzing</a>	<a href="#">Databases</a>