Year 3 – Curriculum Map for 2018/19: Summer Term – aprox. 13 weeks

Learning Questions: 'How do we choose what to eat?' 'Who am I?'	
General guidance: also see 'Guide to Planning and Teaching Using the KCA Learning Toolbox' in the teachers folder on the IT system; suggestions here have developed from staff and pupil ideas through reviews and other discussions – this is not a final document but will need to grow and adapt over time with experience. **Initial experience:** ***'How do we choose what to eat?'*** ▪ Keep a food diary for a week and discuss the different types of foods; look at films of food production; visit a farm; visit a shop; collect food packaging for a display and sort; evaluate school lunches for a week; food survey of favourite foods. ***'Who am I?'*** ▪ Visit the National Portrait Gallery; take photographs of each other; interview each other; create a profile of yourself with key information. **The KCA Learning Toolbox (LT):** ▪ For Year 3, children should already have a basic grasp of the KCA Learning Toolbox – we should now be looking to develop deeper understanding and awareness of more approaches within each of the 6 toolsets. ▪ Children need to articulate their own understanding of the different approaches to learning in increasing depth but still require support e.g. classroom display of the LT, adults using the LT language and modelling, practical examples of each toolset: Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning. ▪ Continue to notice and draw attention to the Toolsets *during* the learning e.g. 'Those questions showed great Thinking,' 'When you tried a different way to solve that maths problem, that was creative.' ▪ In planning the project with the children, as the children become more confident in using Toolbox, as much responsibility as possible can be given to the children but you will still need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – e.g. for	**How to approach the Learning Questions:** ***'How do we choose what to eat?'*** ▪ This project helps children to be more aware of how they choose their food. ▪ It needs to address nutrition at a simple level but also explore what makes food attractive and tasty. ▪ The key is for children to aim for a balance of different types of foods rather than thinking some foods are 'bad'. ▪ Other issues to explore are where food comes from and seasonal foods. ***'Who am I?'*** ▪ Children explore this learning question every year from Y1 to Y6 in different ways. The key idea is to develop a sense of identity and confidence by exploring and sharing your own personality, skills, interests etc. ▪ In Year 3, children should continue to explore the idea that everyone has features that are different as well as shared characteristics and develop a sense of 'what is special about you?', 'What is unique?'. ▪ Children can develop their understanding of timescales by relating to their own life history e.g. '…that happened before my mum was born…' **Assessment:** ▪ Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview an artist. Let's think about what makes a good interview (e.g. active listening, preparing questions, recording responses) and what skills we need to practise (e.g. note-taking).' Also discuss how to capture examples of each tool. ▪ Highlight the tools selected on the IWB and make notes – save for future reference. ▪ During the project, ensure that there are opportunities for reflection, discussion and journal entries during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated. ▪ Use the all Toolsets as starting points for thinking about how well the learning went e.g. 'People found the questions I asked today interesting –

Communication, ask 'Who might we need to talk to about London?'

Timings/timetables:

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be one session weeks on mapping.
- What matters is whether the children achieve valuable learning outcomes in every subject, not how much time is spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.
- Maximising project-based Mathematics and English and linking subjects where appropriate reduces time pressure.
- Ensure your weekly timetable has a good balance across the Toolbox.

this shows I am thinking well.'

- Written teacher comments should be developmental (next steps) & address misconceptions.

Learning Presentations:

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the process and products of learning.
- Presentations of learning can be during the project rather than at the end. You could elicit the audience's suggestions as to how to continue the project.

Resources:

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone's learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning Team Leader. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Team Leader.
- **Internet and KCA HUB:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet Use Policy – promote safe use but children need as much access as possible.
- **Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project.
- **Trips and visits:** these are to enrich children's experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note-taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – the initial experience should still leave room for children to come up with their own ideas and questions. Trips and visits need to planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit outside the school gates, whether it

	is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum. **Evaluation:** ▪ Periodically, the teacher needs to reflect on the general progress of the project with the children, artists and partner teacher. Again, use the KCA Learning Toolbox as a structure and record thoughts in the Learning Journal. Return to IWB flipcharts and add further notes.

LEARNING PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION TEAM	
'How do we choose what to eat?' **Non-Fiction - Reading and Writing Opportunities:** • **Read a range of non-fiction texts and other sources –** to inform about the topic. • ***Write a report*** on the different types of food that we eat to keep us fit and healthy. Information could be ***represented in a leaflet*** – use ICT to bring to a published form – leaflets could add to the class library – link with science. • **Farm Visit** – ***recount the event*** using photos, maps, drawings etc. Children could create collaborative pieces where each group focuses on a different part of the visit – the journey, including a map, photographs of the animals with facts about them, types of crops grown, machinery used on the farm etc. Information then collated into ***a book for the class*** – link with geography. • **Instructions** – on how to grow sage from seed to plant – ***presented as a fact sheet*** with diagrams – link with science. • **Recipes** – write ***recipe cards*** on healthy puddings for school lunches – link with DT. **'Who am I?'** **Narrative - Reading and Writing Opportunities:** • **Read Fly Eagle Fly** (South African Folk Tale – a tale of spirit and hope) • **Use Power of Reading Guidance** - to connect with the topic of Who Am I? read the forward by Desmond Tutu, what can we	***General:*** ▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking & listening across the curriculum. ▪ **Every day**, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities. ▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders; phonic passports allow children and parents to get a sense of and celebrate their own progress. ▪ **Power of Reading:** some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project. ▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher's own writing as well as books. ***Discrete:*** ▪ Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily. ▪ **Phonics and Spelling:** you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is *applied* in children's reading and writing. ▪ **Reading:** there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. Book marks provide guidance for parents on supporting their child's reading at home. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc). It is essential that PACT folders are brought in every day. ▪ **Writing:** some extended writing opportunities come from Power of Reading some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice. Handwriting needs to be taught and practised, following the Nelson scheme (roughly 3 x 15 minutes per week). The aim is a quick, fluent style used in all writing. ***Project-based:*** ▪ **Phonics and spelling:** Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this. ▪ **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.

learn from the story? Discuss feelings about who we are and who we would like to be. • **Write a personal narrative** – about themselves, their hopes and dreams. This could form part of a short autobiography – **link with history**, what evidence is there to tell people about me? The writing could be **a reflective piece or a poem.** • **Read stories from – Tales of Wisdom and Wonder** (captivating stories with a different moral and twist) • **Explore the author's use of characterisation** - relate to 'who am I?' – as in real life people have living relationships with each other, so in story characters must also 'live' in order that the reader might respond to the various different ways in which characters develop and interact. E.g. explore evidence of relationship within a struggle or deep friendship within these tales of wisdom and wonder. • ***Write character studies*** *– how successful has the author's use of characterisation been in contributing to the vitality of the story as a whole?*	▪ **Writing:** project-related writing should address different genres with a focus on both accessibility (spelling, grammar, handwriting, basic sense making, etc) and impact (purpose, interest, structure etc). All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about changes in science or explaining your understanding of change in people's lives in RE. ▪ ***Resources:*** ▪ **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term – these must be processed on the system. ▪ **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library. ▪ **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc. ▪ **Power of Reading books:** these are stored in the storage cupboard next to the staffroom and must be processed and returned - they must not go home. ▪ **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to on every group's table and maintained by the children.

MATHEMATICS – THINKING TEAM	

'How do we choose what to eat?'	***General:***
Counting and understanding number: Counting food items in different groups e.g. packs of four, bags of six etc. **Number:** Using number facts compare prices of food quickly e.g. 'how much would 6 organic strawberries cost at 6p each compared to 6 non-organic at 4p each?' **Calculating:** Comparing prices of foods using larger values e.g. 'how much would 12 organic apples cost at 30p each compared to 12 non-organic at 25p each?' **Geometry:** What foods can be cut or segmented easily into bite-size pieces? How can a slab of cheese be cut quickly into cubes? How can cucumber be cut into hexagons? **Measuring:** Weighing foods to see how much a sensible portion weighs – use the food science room **Statistics:** Looking at nutrition data on food labels and comparing. Focusing on sugar, saturated fat, salt. How much of each should we eat per day?	▪ You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. ▪ The Curriculum provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Curriculum must be seen as a starting point and resource rather than a strait jacket. ▪ Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital. ▪ Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings. ▪ Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp's mathematical games). ▪ Look at the current unit within the Curriculum; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Annotate the unit plan to show the sequence of teaching; you can use the learning project medium planner if you need to change the unit plan significantly. ▪ Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions. ***Skill development/practice:*** ▪ Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school or home environment as a context e.g. sorting resources, grouping children etc.

'Who am I?' **Counting and understanding number:** Developing a sense of the approximate numbers of people in different groups: class, school, Camden, London, England, Britain. **Number :** Using number facts to solve problems about the class e.g. in how many different ways can we group the class of 30? (2 x 15; 3 x 10 etc). **Calculating:** Solving problems about the whole class or school e.g. if children use six pencils a year, how many pencils does the whole class 30 use? How many does the whole school use? **Geometry:** What regular shapes can I make with my body? What regular shapes can I make with my hands? Use the floor turtle or Winlogo to explore the angles of turn needed to trace out different shapes. **Measuring:** Measuring myself: height, handspan etc. **Statistics:** What statistics can I collect about myself? Explore hypotheses such as: '…people with larger feet are always taller.'	or find cross-curricular opportunities to apply skills e.g. measurement in Science and cookery. ▪ Mental and oral starters should be focused (5-10 minutes) and active. ▪ Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc; reason with evidence. ▪ Recording: there should be a range of types of recording, not just 'sums'. There needs to be self and peer assessment and notes alongside the maths. ▪ Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!). ***Problem-solving/enquiry:*** ▪ All mathematics can be explored through collaborative problem-solving and enquiry. ▪ Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher. ▪ Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment. ▪ Problem solving and enquiry is recorded usually in plain books. ***Resources:*** ▪ Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully. ▪ Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc.

SCIENCE – PHYSICAL TEAM	
Science **How do we choose what we eat? Who am I?** **The first science topic can be taught across both projects.** **<u>Animals, including humans</u>** **<u>Pupils should be taught to:</u>** - 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	***General:*** ▪ Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding. ▪ Dialogue is fundamental in helping children to explore, develop and clarify their ideas. ▪ **Science teaching needs to develop key skills:** 1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests; 2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings; 3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning ***Skill and knowledge development:*** ▪ Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. knowledge of light in growing. ▪ Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier.

have skeletons and muscles for support, protection and movement.

Teach discretely:

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice 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.

Suggested activities:

- Explore how light travels in the environment e.g. from electric lights to our eyes. Discuss why it is darker when there are clouds. Investigate light and shadows with a light box or torches.
- How does light travel – experiment with different objects. What happens to light when certain materials obstruct its path.
- How do our eyes adjust – look at how the pupils eyes adjust in different settings.

The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary.

- Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience.
- Recording: focus on children's scientific thinking rather than just factual information. Science - recorded in the Project Book.

Scientific enquiry:

- Science needs to be mainly taught through investigation and enquiry (Sc1).
- The investigative cycle: children need to have some initial experience, generate possible investigation questions, decide which question/s to pursue, make hypotheses, design appropriate tests, make predictions, collect results, draw and communicate conclusions.
- Children should have the opportunity to go through the entire cycle at least once a term.
- Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc.
- Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.
- Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.

Growing:

- During the year, your year group is responsible for maintaining a planter. This will involve planting, watering and tending.
- **At the end of the Spring Term, beginning of Summer Term – Marigolds and Sage -** plant out inside the classroom in pots to germinate. Plant out in May. The Marigolds will be planted amongst the vegetables to deter pests as well as provide colour. Investigate use of sage in cooking.
- Before planting, children should observe, (drawing, photo, measuring, labelled diagram etc); they should predict when they think there will be signs of growth; discuss how to plant and create labels for identification.
- You will need to have a group of gardeners to plant either with the teacher or TA. Every few weeks, gardeners can check on developments.

Resources:

- Classroom resources for scientific work (to be purchased if not currently available): hand lenses,

Growing at KCA: *To know that life processes common to plants include growth, nutrition and reproduction.* *To make links between life processes in familiar animals and plants and the environments in which they are found.* ***Suggested activities:*** • Investigate how plants grow in different conditions; • Observe plants in the local environment. • Speculation based on observations: what do the different parts of a plant do?	magnifiers, microscope, containers, sorting trays. Children should have access to some scientific, especially observational, equipment at all times. ▪ Central resources: force meters, datalogging equipment, pooters, pipettes, beakers, mirrors, lenses, prisms, light-box, torches, electrical apparatus, anatomy models, teeth hygiene materials, varied materials, ramps etc. Some non-fiction books available in the library and from the Islington Library Service.
COMPUTING – CREATIVE TEAM	

Control **Explore simulations or a roamers, investigate instructions/algorithms and experience flow diagrams, covering the key skills and success criteria below:** I can enter instructions to control an object or simulation on screen or a connected device. I know that instructions are made up of commands and parameters I can predict what will happen by looking at a list of instructions I can edit a sequence of instructions to improve them I have experienced the use of flow diagrams to see how everyday devices work or familiar sequences occur **Handling Data** **Investigate databases, branching databases and spreadsheets covering the key skills and success criteria below:** **<u>Databases</u>** I can add information to a database I understand the term 'field' I can sort record cards by using field names I can use a database to find the answer to simple questions	***General:*** ▪ Specific skills outlined in the ICT scheme should be applied in other curriculum areas/projects. The ICT suite should be used for a minimum of 45 minutes per week in KS1 and 60 minutes in KS2 (outlined in the ICT timetable). Further time in the suite can be booked using the ICT diary in the staffroom. **Computing learning at KCA focuses on the following key skills:** ▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, KCA HUB) ▪ Designing, developing, exploring and evaluating models of real and imaginary situations (e.g CD ROMS, internet sites, blogs) ▪ Measuring and controlling physical variables and movement (e.g. scientific sensory logs, roamers, bee-bots, logo) ▪ Making informed judgements about ICT applications and information presented through use of ICT. ▪ Exploring attitudes and giving views towards ICT. **Computing as a cross-curricular tool** ▪ Learners at KCA should apply ICT capability to support and enhance their learning across the curriculum. ▪ Through continuous access to well-organised ICT, learners at KCA can choose to use ICT to assist their learning at any time, just as they might switch on a light when needed. ▪ Teachers must plan opportunities for learners to make informed decisions on the best ICT for a particular learning task. ▪ Learners must have opportunities for learning collaboratively using ICT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson. **Health and Safety** ▪ It is the responsibility of staff and children at KCA to know and follow the rules for computer and Internet use. **Moving towards the future – the KCA HUB:** ▪ Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the KCA HUB. The KCA HUB aids communication & helps make connections across the learning community.

I can search a database to find information (e.g. to find most common, favourite etc) I can use the search tool to find answers to simple questions I can create simple bar charts and use them to answer questions **Branching Databases** I can use a branching database to identify objects I can add additional objects to an existing branching database I can use information in a branching database to answer questions **Spreadsheets** I can use cell references I can select colour, cell size and text appropriately. **Saving and retrieving work** I can save and retrieve documents from shared areas using sensible names	**Pupils should be taught to:** ▪ **design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts** ▪ **use sequence, selection, and repetition in programs; work with variables and various forms of input and output** ▪ **use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs** ▪ **understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration** ▪ **use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content** ▪ **select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information** ▪ **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.** ***Resources:*** ▪ Classroom resources for ICT: it is essential that every class has the capacity to capture learning for assessment. Children need access to a digital camera, digital video and recording equipment (e.g. speakerphones etc). Control technology (beebots, Roamers etc) should be available in Foundation and KS1. IWBs are to be used by children during group work rather than just as a presentation tool. ▪ Central resources: lap-tops; Suite: PCs, visualisers.
PHYSICAL EDUCATION – PHYSICAL TEAM	
PE does not need to link to learning projects this	***General:***

term. **1st half:** • **Dance-** create and perform dances using a range of movement patterns, including those from different cultures • **Swimming 1 hour** **2nd half:** • **Athletics**- focus on participation and designing challenges that require precision (e.g. throwing activities) • **Swimming 1 hour** Slot in Games focus when not scheduled for swimming • **Games-** striking/fielding/net and wall games in small groups *Refer to Val Sabin for games and dance ideas*	▪ In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: *planning and performing, linking actions, improving performance, relationships, making judgements and health related exercise* ▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance) ▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE. ▪ Ensure children wear an appropriate P.E. kit for all lessons (white or blue t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible, change into a PE kit). ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance. ▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with KCA's Food Policy (no chocolate, crisps or fizzy drinks). ▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups. **<u>The national curriculum for physical education aims to ensure that all pupils:</u>** ▪ **<u>develop competence to excel in a broad range of physical activities</u>** ▪ **<u>are physically active for sustained periods of time</u>** ▪ **<u>engage in competitive sports and activities</u>** ▪ **<u>lead healthy, active lives.</u>** ***Resources:*** ▪ Central resources: a range of equipment is available in the PE store. Children are not allowed in the PE store unsupervised. ▪ Lunchtime supervisors and Play Leaders are responsible for maintaining lunchtime and playtime resources (each class has a box of wet play equipment to be maintained by class monitors).
ART AND DESIGN – CREATIVE TEAM	

Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our use and understanding of the senses? ***Suggested activities:*** • Revise the ground rules for effective use of sketchbooks (add or amend using children's ideas). Evaluate how far use of sketchbooks last term met these rules. **'How do we choose what food to eat?':** **Suggested sketchbook activities:** • Sketching and photographing different foods. Looking at food photography in magazines and cookery books and sticking in examples e.g. interesting use of lighting, colours etc. How do they make the food look appealing? **'Who am I?':** **Suggested sketchbook activities:** • Continue to develop sketching of the face using a mirror or another child. Practise detailed close-ups of mouth, eyes, nose, ears. Explore proportions and layout of the face. Develop use of shading to show shadow and give a 3D effect. **'Who am I?':** Drawing and painting focus. **Suggested activities:** • Look at famous portraits e.g. by Vermeer, Holbein, Van Dyck, Picasso, Hockney, Freud etc. What do these portraits tell us about the person? What mood does the person show? What questions would you ask the person? What happened just before/after the portrait was painted? • Create a cartoon-style storyboard of	***General:*** ▪ Children need to develop artistic skills and techniques but also *apply* these creatively. ▪ **The key elements of Art are:** pattern, texture, colour, line, tone, shape, form, and space. ▪ Each artistic medium used (painting, drawing, textiles, clay sculpture etc) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and 'feel' of clay, experimenting with different weaving techniques etc will help to develop confidence and a sense of the options available in different media. ▪ Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design. ▪ Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination. ▪ **Colour:** children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermillion, turquoise plus white and Prussian blue (instead of black). ▪ **Textiles:** children should explore the qualities of different materials e.g. rough, smooth, shiny, stretchy etc. Textile practices include: fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work. ▪ **Sketchbooks:** these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes and comments and questions from peers and adults. ▪ **Key purposes of sketchbooks:** to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including colours e.g. recording all the different shades of green leaves. ▪ **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks: 1. *Be clear about the purpose of what you are doing in the sketchbook.* 2. *When collecting observations from the environment or objects, always look closely and carefully.* 3. *Use different media to collect observations: pencil, crayon, photos etc.*

before/after a famous portrait. • Photograph and sketch someone in class/school in a particular pose e.g. in a deckchair, reading, waiting for the dentist etc. Create a portrait, emphasising certain features or creating a particular mood.	4. *Stick things in that might help e.g. leaves, fabric, papers etc.* 5. *Be creative – make your sketchbook interesting to look at.* 6. *Make notes and collect other people's comments and suggestions.* **NC 2014 Pupils should be taught:** ▪ **to create sketch books to record their observations and use them to review and revisit ideas** ▪ **to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]** ▪ **about great artists, architects and designers in history.** ***Resources:*** ▪ Classroom resources: we need to develop effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, digital camera etc. ▪ Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc. ▪ Environmental resources: the school building, the local environment, museums, galleries, places of interest. ▪ Artists-in-residence: Daniel Baker (Cubitt Artists) – visual arts including graphic arts and animation; Chloe Purcell (Little Angel) – puppetry.
DESIGN and TECHNOLOGY – PHYSICAL TEAM	
Learning question: 'How can I design, make and evaluate a pudding served at lunchtime?' (or other dish). **Suggested activities:** • Look at pudding recipes in cookery books/online for ideas. Be aware of nutrition and try to find a recipe that does not have too much saturated fat/sugar. • Select a recipe and then make small	***General:*** ▪ **The three types of D&T activity are:** 1. Investigating and Evaluating Products; 2. Focused Practical Tasks; 3. Design and Making Activities. ▪ **The classic design journey:** 1 – problem identified; 2 – early ideas generated; 3 – develop and research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – modifying and improving. ▪ **Materials:** children need experience in working with different materials – wood, metal, plastic,

adjustments to personalise it e.g. decorate it in some way, change the flavouring etc. • Test out the recipe on a small scale and evaluate. • Make any adjustments and then plan how it can be made on a larger scale to serve at lunchtime (e.g. 30 servings or more with the help of the kitchen). Interview the school cook for advice. • Make and serve the dish and collect feedback. • What healthy desserts are already on the market? And how healthy are they? • Look into jelly packaging and compare sugar and fat content – why is this not suitable for everyone (religious reasons) and what could we do to make it accessible? (vegetarian jelly) • Look into which fruit is the most nutritious, create fruit kebabs and justify why certain fruits have been chosen	paper, fabric etc – exploring the way different materials can be joined, shaped and finished. ▪ **Children need to explore these aspects of materials:** 1. the different physical and aesthetic qualities of materials. 2. how different properties of different materials lead to different uses. 3. how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening). **Key concepts/techniques of D&T:** ▪ **Energy sources:** batteries, elastic bands (twisted or stretched), human energy (pushes and pulls), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something). ▪ **Dynamic structures:** mechanisms with moving parts such as see-saw, levers, pulleys and gears. ▪ **Static structures:** buildings, towers, sculptures and models. ▪ **Control:** mechanical and electrical devices to control movement e.g. switches, levers, sensors etc. ▪ **FOOD TECHNOLOGY:** as a flagship school in the Food for Life Partnership, we need to develop children's skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year of cookery experiences for every child. ▪ **The 5 key aspects of food technology:** Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc); Tasting and Testing; Production Processes. ▪ **COOKING:** 1 core recipe (minimum) stuffed tomatoes **NC, Design:** ▪ **use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups** **Make** ▪ **select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Evaluate** ▪ **investigate and analyse a range of existing products** ▪ **evaluate their ideas and products against their own design criteria and consider the views of**

	<u>others to improve their work</u>
HISTORY – COMMUNICATION TEAM	
'Who am I?' **Learning Question:** 'What evidence is there to tell people about me?' **Suggested activities:** **What were the greatest achievements by the Ancient Egyptians? How did their achievements impact future society? What was Egyptian society like? Did the Ancient Egyptians have successful leaders? How do we know about Egyptian society? (historical enquiry)** • Collect evidence about Egyptian Rulers. How can we write a biography about one? • Research into Ancient Egyptian culture. • Autobiographies – collecting evidence about ourselves. Photos, diaries, letters, school reports, film, talking to family members etc. Create a museum about the people in my class. **Additional topic ideas** • Select an artefact that would tell people about you. What would it say about you? Why did you choose it? What is the artefact's history? Hold an exhibition of personal artefacts with captions. • Create a personal timeline giving key events in your life and what evidence there is to tell you about them e.g. quotes from family members or teachers, photos etc. • Sort the evidence about your life into primary and secondary. Which of the	***General:*** ▪ **The 5 key elements of history:** chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication. ▪ Children need to ask questions about aspects of the past & think about whether/how they can be answered. Some questions will be factual e.g. 'Where was I born?' others will be opinion e.g. 'Why did my parents move to London?' Factual questions can be researched. Opinion-type questions need to be investigated using evidence e.g. looking at his paintings. ▪ **Chronology:** relating periods of history to children's own lifespan and those of their families e.g. My Mum was born 20 years before me'. Explore a person's life or a series of events e.g. a simple timeline of my life so far. ▪ **Knowledge and understanding:** being able to talk or write about person's life – when and where they lived; what they have achieved so far; to talk or write about events or a series of events in your life. Where there is a meaningful purpose for the historical investigation (e.g. an autobiography), the knowledge and understanding comes alive rather than being inert facts. ▪ **Historical interpretation:** exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives e.g. my diary gives my point of view but not what other people thought. Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source. ▪ **Historical enquiry:** generate interesting questions that will lead to in-depth enquiry e.g. 'What an artist was Matisse?' ▪ **Organisation and communication:** learning how to collect information, ideas, evidence etc and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc. **<u>NC</u>** – Pupils should be taught: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

evidence is opinion and which is more factual?	***Resources:*** ▪ **Artefacts, books, photos, films:** sourced largely from Islington Library Services, the internet and children's homes. ▪ **Environmental resources:** the school, local buildings, museums, galleries, local people, staff etc.
GEOGRAPHY – COMMUNICATION TEAM	
'How do we choose what to eat?' **Enquiry and map study of climates:** How does climate affect the landscape of a continent / country? **Suggested activities:** • Explore deeper into Egypt • What are biomes? Have children research, explain and compare • What is the biome of Egypt? Compare with the UK • Because of Egypt's climate, how does it affect the way people live? • Revisit rivers – how does the river Nile affect life in Egypt • Aswan dam	***General:*** ▪ **The 4 key elements:** places; patterns & processes; environmental relationships and issues; geographical enquiry and skills. ▪ **Places:** Ask questions about aspects of local/global places. Begin to identify key features and make comparisons. ▪ **Patterns and processes:** exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions. ▪ **Environmental relationships and issues:** exploring children's and other people's different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school. ▪ **Enquiry and skills:** generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure). ▪ **Recording:** notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc. **<u>Pupils should be taught to:</u>** **<u>Locational knowledge</u>** ▪ **<u>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</u>** **<u>Place knowledge</u>**

	▪ **<u>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</u>** **<u>Human and physical geography</u>** ▪ **<u>describe and understand key aspects of:</u>** ▪ **<u>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u>** **<u>Geographical skills and fieldwork</u>** ▪ **<u>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</u>** ▪ **<u>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</u>** ***Resources:*** ▪ **Maps, atlases, plans, photos, films:** sourced largely from Islington Library Services, the internet and children's homes. ▪ **Environmental resources:** fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc.
MUSIC – CREATIVE TEAM	
'Who am I?' **Suggested activities:** • Composing music that conveys the characters of the children in the class or that portrays growing up. • Explore body rhythms: clapping, stamping, clicking, vocal sounds etc.	***General:*** ▪ Music will be taught through Colourstrings as well as some class sessions. ▪ **Composition and performance:** **KS2 Pupils should be taught to:** ▪ **play and perform in solo and ensemble contexts, using their voices and playing musical**

• Exploring the voice e.g. feeling the vibration in the voice box; comparing voices (timbre).	**instruments with increasing accuracy, fluency, control and expression** ▪ **improvise and compose music for a range of purposes using the inter-related dimensions of music** ▪ **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 drawn from different traditions and from great composers and musicians** ▪ **develop an understanding of the history of music.** ***Resources:*** ▪ **Central:** a range of tuned/untuned instruments.
PSHE – THINKING TEAM	
PSHE links to the learning project: How do we choose what food to eat? (Food, fun and fitness) What is bullying? See Camden PSHCE scheme.	***General:*** ▪ Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc. ▪ **During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. ▪ They grow more mature, independent & self-confident, exploring the wider world & interdependence of communities within it. ▪ They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. ▪ They learn how to take part more fully in school and community activities. ▪ As they begin to develop into young adults, they face the changes of puberty and transferring to secondary school. ▪ They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying. ▪ **Personal learning** is about developing a sense of identity & confidence. Children develop their own

	distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community. ▪ **Social and emotional learning** is one of the six areas of the KCA Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions. ▪ **Health education** developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships. ***Resources:*** ▪ **Photos, images, artefacts, stories etc:** from the internet, Islington Library Service, staff, home. Guidance held centrally.
RELIGIOUS EDUCATION – THINKING TEAM	
RE theme: Christianity. **Suggested activities:** **'Who am I?'** • Explore how Christians see rights and responsibilities? Duty to others: golden rule – 'do unto others as you would have them do unto you.' • What message did Jesus give about looking after others? Good Samaritan etc. More important to help others than yourself; riches not important. Pride not helpful: turn the other cheek. • What kind of person do Christians try to be? Explore parables to get a sense of what qualities Jesus recommended. •	***General:*** ▪ We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people. ▪ The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address. ▪ Children should see the commonalities between different sets of beliefs as well as recognising the differences. ▪ Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered. ▪ In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as KCA, people with different beliefs need to learn together and learn about each other. ▪ Religious Education is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same, time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective. ▪ As children move through the school, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are

	important to us; our families. ▪ Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion. ▪ Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world. ***Resources:*** ▪ **Artefacts, photos, books, films, puppets etc:** from Islington Library Service, internet, some held centrally. ▪ **Environmental resources:** visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).
Summer School Improvement focus: ▪ Continuing to develop high quality dialogue across the curriculum (including lesson study, learning journals etc).	