King's Cross Academy

Year 4 – Curriculum Map Summer Term

Learning Questions: 'Who am I?' 'Why is food important?'	
General guidance: Also see 'Guide to Planning and Teaching Using the Learning Toolbox'; 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:** ▪ **'Who am I?':** circle time games – e.g. positive game: one child leaves the room; others say something positive about them; choose a few to share and the child returns and guesses who thought of them. Guessing who people are from short descriptions e.g. people in the school, famous people. Writing short descriptions of you – using the Toolbox as a structure. Jumble the descriptions and guess who they are. Create a learning timeline – what are the main things you have learned through your life? Visit a gallery to look at portraits or figurative sculpture. ▪ **'Why is food important?':** Visit a farm, food shops or a restaurant. Survey children's views about school meals. Interview kitchen staff about their views on food. Keep a food diary for a week. **The Learning Toolbox:** ▪ For Year 4, children should already have a basic grasp of the Learning Toolbox – we should now be looking to develop deeper understanding and awareness of more approaches within each of the six toolsets. ▪ Children need to articulate their own understanding of the different	**How to approach the Learning Questions:** **'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 4, children should develop a more detailed sense of their autobiography and what makes them distinctive. They should be able to talk about how their learning has developed so far, about their particular talents and interests, their positive qualities and what they need to work on. ▪ Children continue to develop their understanding of timescales by relating to their own life history e.g. '…that happened before my mum was born…' **'Why is food important?'** ▪ All year groups explore food each year. In Year 4, children need to develop a more sophisticated understanding of the food groups and nutrition. ▪ They should understand that food provides carbohydrate, protein, fat, minerals, vitamins and fibre and why each of these is useful. They need to find out about what happens if you eat too much of different food groups e.g. fat, sugar. The key message is that food groups are not bad in themselves – it is the balance that matters. **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

approaches to learning in increasing depth but still require support e.g. classroom display of the KCLT, adults using the KCLT 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. You will still need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – e.g. for 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.

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 (e.g. film interview on SEE-SAW).
- 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 – 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 SEE-SAW:** 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. ▪ **Camden 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 be 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 and partner teacher. Again, use the Learning Toolbox as a structure.

LEARNING PROJECTS	GUIDANCE
ENGLISH – COMMUNICATION TEAM	
<u>'Who am I?'</u> **Narrative:** *Stories which raise issues/dilemmas – Plays* *Use Power of Reading activities:* ***'Mouse, Bird, Snake, Wolf' by Dave McKean and***	***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.

'Werewolf Club Rules' by Joseph Coelho

Explore the overall LQ – Who am I? Through these stories. The structure of both is that of a quest where the hero goes on a journey where there are obstacles that hinder, as well as gifts that help to overcome obstacles. The heroes achieve resolution, in some way returning home transformed.

***Opportunities for writing* - to be published and become part of classroom libraries:**

"Why is Food Important?"

Non-Fiction:

Explanation texts & Information texts – links with ICT/ DT and Science.

Writing Opportunities – to be published and become part of classroom libraries:

- ***Link to science*** *– use the experience of germinating beetroot seeds to plant and monitor their growth to harvest. Use to prepare for cooking and then eat! In writing recount the process in logical steps, explaining the how or why. Observational drawings, diagrams and photographs should accompany the process in a short information booklet.*
- ***Link to DT*** *– create a recipe card for the kitchen (Penne al-Arabiatta) to recreate the meal for lunchtime. Feedback about the success of the meal from the children should be included.*
- ***Link to ICT*** *-Write up a set of persuasive points stemming from discussions and research about the importance of an adequate and varied diet for health. The subsequent argument could be represented in a*

- There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folders
- **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. 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.

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.
- **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 different places in geography or comparing past and present in history.

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

leaflet, including pie charts to represent information collected about the food people eat.	reading time or guided reading etc. ▪ **Power of Reading books:** these are stored in the school library 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	
'Who am I?' **Counting and understanding number:** continue to develop a sense of the approximate numbers of people in different groups: class, school, Camden, London, England, and Britain. **Number facts:** continue to use 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:** continue to solve 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? **Understanding shape:** continue to use the floor turtle or Winlogo to explore the angles of turn needed to trace our different shapes. **Measuring:** measuring myself with greater precision. **Handling Data:** Continue to explore the statistics I can collect about myself and hypotheses such as: '…people with wider handspans have longer arms.'	***General:*** ▪ 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 Framework provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Framework 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 Framework; 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

'Why is food important?' **Counting and understanding number:** continue to count food items in different groups e.g. packs of four, bags of six etc. **Number facts:** continue to use number facts to 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:** continue to compare 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?' **Understanding shape:** Explore how different-shaped foods are packed. How many apples etc can you fit in a box, bag etc? What packaging makes best/worst use of space? **Measuring:** measuring the growing plants, e.g. beetroot (see Science). Weighing the produce. **Handling Data:** Continue to look at nutrition data on food labels in greater detail and compare. Focusing on sugar, saturated fat, salt. How much of each should we eat per day?	classroom, school or home environment as a context e.g. sorting resources, grouping children etc. 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. ▪ Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.

SCIENCE – PHYSICAL TEAM	
Science ***Animals, including humans*** *Pupils should be taught to:* • *describe the simple functions of the basic parts of the digestive system in humans* • *identify the different types of teeth in humans and their simple functions* • *construct and interpret a variety of food chains, identifying producers, predators and prey.* **Sc2 & 3 Why is food important?** • About the need for food for activity and growth, and about the importance of an adequate and varied diet for health; • That non-reversible changes [e.g. vinegar reacting with bicarbonate of soda, plaster of Paris with water] result in the formation of new materials that may be useful; **Suggested activities:** • Research why food is important. Explore the amount of carbohydrate, fat, protein, fibre, salt etc we need daily – what does this look like? What forms can it take? • Explore non-reversible changes e.g. make toast, make honeycomb, make something with Mod Roc etc. ***Sc2*** *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.* *About how nearly all food chains start with a green plant*	***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. 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 should be 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. ***Garlic has been planted in December 2010*** – growth of the garlic should be monitored until it grows to maturity. Then use for cooking and discuss what will need to be done to grow even more garlic for next year. ▪ ***This Spring plant*** – Plant: Borage for honey bees, bumble bees and butterflies and beetroot ▪ ***Summer Term – Having planted the Borage and the Beetroot – monitor and look after their growth.*** ▪ ***See English –*** *record the growth and subsequent harvesting and eating of the beetroot. This information booklet will provide an excellent record for the next Year 4 class to read and compare their own planting experiences.* ▪ ***Research what Borage is used for and why it is a useful plant for us to have in our Kitchen garden.*** ***Resources:*** ▪ Before planting any seeds or bulbs, children should observe them (drawing, photo, measuring, labelled diagram etc); they should predict when they think signs of growth will appear; discuss how to plant and create labels. ▪ You will need to have a group of gardeners to plant either with the teacher or TA. ▪ Every few weeks, a group of gardeners can check on the plants and make observations – notes, drawings, photographs etc. ***Resources:*** ▪ Classroom resources for scientific work: hand lenses, 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 Camden Library Service.

COMPUTING – CREATIVE TEAM	
Internet Literacy & E-Safety **Use online research, SEE-SAW forums and blog work to explore Internet Literacy and e-Safety, covering the key skills and success criteria below:** **<u>Online Research</u>** ▪ Use an internet search to answer questions on a specific topic, and to gather resources for their own work. ▪ Know there are different search engines available and that each has advantages and disadvantages. ▪ Discuss the different search engines and their features, e.g. search engine tools for different types of media, Google Image Search, video, sound, understanding that the results are not always what you expect. ▪ Make choices about which image and video material (including games) are suitable for their age and experience. ▪ Translate questions into search criteria and key words to search for text. ▪ Use summaries displayed within search results to choose which sites to explore further. ▪ Understand copyright issues – what images / videos / sounds are legal and safe to use. Be aware that web sites are not always accurate and that information should be evaluated and checked before it is used. ▪ Organise bookmarks / favourites using folders or tags. **<u>Online Publishing</u>** ▪ Understand that if they make their personal	***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. **ICT learning at King's Cross Academy focuses on the following key skills:** ▪ Communication and handling information. (e.g. mail, mangodata, web casting, digital blues, SEE-SAW) ▪ 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. **ICT as a cross-curricular tool** ▪ Learners at King's Cross Academy should apply ICT capability to support and enhance their learning across the curriculum. ▪ Through continuous access to well-organised ICT, learners at King's Cross Academy 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 King's Cross Academy to know and follow the rules for computer and Internet use. **Moving towards the future – SEE-SAW:** ▪ Staff must promote a positive, forward-looking attitude to ICT. Every learner including staff to have a personal web space as part of the SEE-SAW. SEE-SAW aids communication & helps make connections across the learning community. ***Resources:*** ▪ Classroom resources for ICT: digital camera, digital video and recording equipment (e.g. speakerphones etc). IWBs are to be used by children during group work rather than just as a presentation tool. ▪ Central resources: Chromebooks, IPads; Suite: PCs, IWB, e-microscopes, scanner; dataloggers (Science); quizdoms, visualisers.

information available online it may be seen and used by others. ▪ Understand some of the risk and rewards involved in publishing online and know how to keep safe. ▪ Recognise the effect that their writing or images may have on others. ▪ Respect the ideas and communications of others/ they encounter online. ▪ Know that need to have appropriate permission for use of images of friends or those they have found online. ▪ Create online /SEE-SAW content, e.g. Quizzes, surveys, online **Every Term** **Online Communication & Collaboration** ▪ Children use a range of online communication tools to exchange information and collaborate with others within and beyond their school e.g. SEE-SAW, email, instant messaging, social networking, online gaming, and mobile phones. ▪ Children recognise the need to keep some information private in order to protect themselves when communicating online. ▪ Children begin to recognise how electronic communications may be used for manipulation or persuasion. **PHSE** 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; **Online Publishing** Children publish their work to a chosen audience using	

appropriate online tools such as SEE-SAW, podcasting, blogging.	
PHYSICAL EDUCATION – PHYSICAL TEAM	
PE does not need to link to the learning projects this term. **1st half:** • **Games-**exploring skills and tactics for playing games (basketball focus) • **Gym**- exploring ways of moving across a space individually and as a team **2nd half:** • **Athletics-** using running, jumping and throwing skills singly and in combination • **Dance -** create and perform dances using a range of movement patterns, including those from different cultures *Refer to Val Sabin for games and dance ideas*	***General:*** ▪ 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 King's Cross Academy'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. ***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 – CREATIVE TEAM	
Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about change and places? ***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.	***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

'Who am I?':
Suggested sketchbook activities:

- How can I show my moods and personality through sketches, drawings and photos?
- Sketch children showing different moods.
- Sketch children doing things that show their personal interests e.g. wearing a football kit and in an action posture.

'Why is food important?':
Suggested sketchbook activities:

- Collecting examples of food advertising and packaging to stick into the sketchbook. Exploring strong images – how do they catch our attention?
- Inventing your own logos and adverts for food items.
- Drawing food words to show their meaning

'Who am I?' or 'Why is food important?'
Graphics focus. How have artists communicated meaning through signs and symbols? How can I use graphic software to design and create signs or symbols?

Suggested activities:

- Either…design and create signs and symbols to represent yourself ('Who am I?).
- Alternatively,…design and create signs and symbols that could be used in food advertising, packaging or information e.g. signs and symbols to show that a food is well-balanced or has a lot of saturated fat.

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.*
    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.*

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 main dish to be served at lunchtime?' **Suggested activities:** • Make the Penne al-Arabiatta recipe (Food for Life 27) and adapt and adjust seasoning to personalise the dish. • Evaluate the dish e.g. a tasting panel with a prompt sheet devised by the children. • Create a recipe card for the kitchen to make the dish. • Collect feedback when the dish is served at lunchtime.	***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, 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)** Penne al'Arabiatta, Rhubarb and orange fool ***Resources:*** ▪ **Central:** should include craft knives, steel rulers & mats, construction tools, wood, plastics, card, glue

	guns, bench hooks, saws, drills, materials for wheels & axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics & pneumatics) etc.
HISTORY – COMMUNICATION TEAM	
'Who am I?' **NC KS2 -** The Roman Empire and its impact on Britain How and why did the Roman Empire expand? What was society like in different parts of the Roman Empire? Why did the Romans create London? How did life change after the Romans had settled? How did the Romans change Celtic Britain? **Examples (non-statutory)** This could include: ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudicca ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Suggested activities:** • Create a timeline to show how far back in time the Romans invaded. • Compare Italy and Britain – what must it have been like for the Romans coming to Britain? • Generate questions for a London Museum visit. What can the museum tell us about what it was like to live in Roman London? What aspects of Roman London survive? What aspects of life in Roman Britain are similar to today? • Investigate the attempts of the Roman invasions, the failures and the success. Who were the	***General:*** ▪ **The five 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. 'When was Henry VIII born?' others will be opinion e.g. 'What did people think about Henry VIII?' Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at portraits of Henry VIII. ▪ **Chronology:** relating periods of history to children's own lifespan and those of their families e.g. Henry VIII became king 500 years ago which is more than 50 of my lifetimes. Explore a person's life or a series of events e.g. the key stages in Henry VIII's rule. ▪ **Knowledge and understanding:** being able to talk or write about a historical figure – when and where they lived; what they achieved; their life's work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. creating a classroom museum), 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. Elizabeth I's speeches give you her 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 was it like to be a child during Elizabeth I's rule?' ▪ **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. ***Resources:*** **Artefacts, books, photos, films:** sourced largely from Camden Library Services, the internet and children's homes. ▪ **Environmental resources:** the school, local buildings, museums, galleries, local people, staff etc.

Romans, where did they come from, how were they different to the Celts? • What changes did the Romans make to Britain	
GEOGRAPHY – COMMUNICATION TEAM	
Enquiry: 'How does farming change the landscape?' **Suggested activities:** • Visit a farm and identify how it might have changed the land e.g. buildings, fields created, fences, different wildlife, noise etc. • Explore and research the different kinds of farm e.g. dairy, crops, meat, poultry, fish etc. What is different about free range and organic farming? • Investigate where the ingredients for school meals come from. Do our school meals use produce from farms that treat animals well and look after the environment? Are they organic farms? **Summer** **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ 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	***General:*** ▪ **The four 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. ***Resources:*** **Maps, atlases, plans, photos, films:** sourced largely from Camden 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 pieces that represent the human life cycle (link to Science).	***General:*** ▪ Most music teaching at the Academy is through 'Colourstrings' ▪ **Listening and appraising:** there are many opportunities in learning projects to develop children's skills in listening closely to music, commenting and responding using different media.

• Violins/cellos and percussion weekly specialist sessions.	***Resources:*** ▪ **Central:** a range of tuned/untuned instruments.
PSHE – THINKING TEAM	
PSHE links to the learning project: **'Who am I?':** What types of drugs are there? (Drugs, alcohol, tobacco education) How can I make healthy choices? (Food, fun and fitness). See Camden PSHCE scheme of work.	***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 become more mature, independent and self-confident. They learn about the wider world and the 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 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, Camden Library Service, staff, home. Guidance held centrally.
RELIGIOUS EDUCATION – THINKING TEAM	

Community. **Suggested activities:** • Explore what 'community' means in different contexts e.g. class, school, Camden, London, UK, Europe, the world. • Discuss how you contribute to your community. What else could you do? • What is a 'learning community'? How could we make our class more like a learning community? What skills and qualities do we need to make an effective learning community? E.g. listening, contributing, supporting etc.	***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 King's Cross Academy, 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 Camden Library Service, internet, some held centrally. ▪ **Environmental resources:** visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc).