

Charles Dickens Primary School – Curriculum Overview for Year 1

English

Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

Grammar

- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes

Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

Maths

Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

Fractions

- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns

Art & Design

Drawing

- I can draw from my imagination and first hand observation.
- I can draw: familiar places or things such as people, houses or objects familiar objects or things related to a set theme (such as objects from the seaside)
- I can use a wide range of pencils and other drawing tools including charcoal

Design – sculpture, printing, collage

- I can show I know different ways of making an object.
- I can construct forms, models and buildings using a variety of materials
- I can show the process I would like to use to make my 2D/3D form
- I can design, modify and test new ideas

Painting

- I can talk about the variety and qualities of colour in the environment.
- I can mix secondary colours.
- I can look at pictures and artefacts, discuss and match colours.
- I can repeat and overlap patterns to make regular and irregular designs
- I can mix and match colours to life
- I can discuss the use and effects different colours have.
- I can paint using artist/art movement influence eg. Pointillism/cubism

Design & Technology

- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

Religious Education

- Continue to follow the locally agreed syllabus

Music

Listen

- Listen attentively to a range of music.

Play

- i) Sing songs and chants expressively
- ii) Play untuned instruments musically.

Compose

- i) Experiment with and create sounds.
- ii) Begin to understand key elements of music.

Provision

- 1 term of music from SMS (Listen; Play; Compose)
- Weekly music assemblies (Listen; Play)

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Science

Working Scientifically

- asking simple questions
- observing closely,
- performing simple tests
- identifying and classifying
- using observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Chemistry

- Distinguish between objects & materials
- Identify & name common materials
- Describe simple properties of some materials including how they can be changed by squashing, bending etc.
- Compare & classify materials

Biology

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Physics

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

History

Concepts

- Changes in living memory (linked to aspects of national life where appropriate)
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

Skills

- Ask and answer questions, choosing sources to demonstrate understanding
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

Key Individuals

- Know about lives of significant historical figures including comparison of those from different periods e.g William the Conquer, Henry VIII
- Significant local people e.g. Samuel Peyps

Key Events

- e.g. great fire of London, building of London Bridges, Tudor exploration.
- Events of local importance

Geography

- Name & locate the four countries and capital cities of the United Kingdom using atlases & globes
- identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Use basic geographical vocabulary to refer to local & familiar features (e.g. London, New York, Amazonian, Rainforest)
- Use four compass directions & simple vocab
- Devise a simple map; and use and construct basic symbols in a key – human and physical

Computing

Using the Internet

- Using the internet to research/blog for independent project
- Know what a safe search is and how to report problems in school and out.
- Know what to do if you feel unhappy with anything you see.
- Know how to filter through information.
- know how technology is used outside of

Coding

- Use scratch to animate sprite/background relevant to topic
- Codes to learn: start, stop, when clicked, background instructions only

Photography

- Know difference between digital and non-digital cameras, iPads and easycams
- Know techniques to take a good photo on various devices.
- Know how to focus SLR, change angles and impact of light on a picture.
- Publish photo on class blog, and know risks of posting photos/information on line.

Modern Languages

Greetings

- Bonjour/au revoir, ça va ? ça va bien, ça va mal, comme ci comme ça , et toi ?

Classroom commands

- Levez vous, asseyez vous, écoutez, regardez, repetez

Vocabulary focus

- Farm animals
- Family members
- Fruits

Facts

- Numbers 1 – 10
- Months of year
- Days of week

Adjectives

- Colours
- Size (grand/petit)

Charles Dickens Primary School – Curriculum Overview for Year 1

Physical Education

- safely perform teacher led warm-up & be aware of others
- describe & discuss others work
- talk about exercising, safety &
- begin to understand changes to their body when exercising

Athletics

- show a change in movement when music changes
- jump from two feet to two feet to a target
- throw a large ball with one hand -challenge changing to their weaker hand

Dance

- demonstrate partner work and follow the movements their partner make
- to remember simple dance steps & perform in a controlled manner
- choose actions & link them with sounds & music

Gymnastics

- can copy & explore basic actions with some control & co-ordination - demonstrate actions from BAGA scheme
- begin to choose & link basic actions,
- Recognise & use space appropriately

Games and Invasion Games

- stop a ball with basic control -rolling, following and stopping
- send a ball in the direction of another person- rolling and throwing
- demonstrate throwing and catching accurately

PSCHE

Personal and Health

- I know how to keep clean and look after myself
- I understand why it is important to brush my teeth regularly
- I can give examples of what keeps me healthy and why
- I know how people grow and change
- I understand there are different types of families
- I know which people I can ask for help.
- I can identify special people in my life and why they are special.

Goal Setting

- I can choose a realistic goal and can break a goal down into small steps

Community and Democracy

- Understand class rules
- Understand what makes a happy playtime and a good friend
- Respect and celebrate differences of classmates
- Understand how to resolve friendship problems
- Able to make good choices in friendships
- I understand that I belong to a community
- I can describe democracy in simple terms
- I know ways to save energy in school and at home and why we need to save energy.
- I know ways to recycle and re-use things
- I know the main causes of pollution
- I can say what is a 'right' and an 'article'
- I can plan ideas to raise money for charity
- I can recognise and respect the similarities and differences between people in different places.

Charles Dickens Primary School – Curriculum Overview for Year 2

English

Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
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- Leave spaces between words
- Begin to use basic punctuation: . ? !
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Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
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- I can draw from my imagination and first hand observation.
- I can draw: familiar places or things such as people, houses or objects familiar objects or things related to a set theme (such as objects from the seaside)
- I can use a wide range of pencils and other drawing tools including charcoal

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- I can show I know different ways of making an object.
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- I know the main causes of pollution
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- I can plan ideas to raise money for charity
- I can recognise and respect the similarities and differences between people in different places.

Charles Dickens Primary School – Curriculum Overview for Year 3

English

Reading

- Use knowledge to read 'exception' words
- Use both decoding and own vocabulary to read unfamiliar words for meaning
- Read range of fiction and non fiction
- Use dictionaries to check meaning
- Prepare poems and plays to perform
- Check own understanding of reading
- Draw inferences and make predictions
- Retrieve and record information from non fiction books
- Discuss reading with others

Speaking & Listening

- Give structured descriptions
- Participate actively in conversation
- Consider and evaluate different viewpoints

Writing

- Use prefixes and suffixes in spelling
- Create simple settings and plot
- Assess effectiveness of own and others' writing
- Use dictionaries to confirm spellings
- Write simple dictated sentences
- Use handwriting joins appropriately
- Plan to write based on familiar forms
- Rehearse sentences orally for writing
- Use rich varied vocabulary

Grammar

- Use a range of conjunctions
- Use perfect tense
- Use range of pronouns and nouns
- Use time connectives
- Introduce speech punctuation
- Know language of clauses

Maths

Number/Calculation

- Learn 3, 4 & 8x tables
- Secure place value to 100
- Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
- Written column addition & subtraction
- Solve number problems, including multiplication & simple division and missing number problems
- Use commutativity to help calculations

Fractions

- Use & count in tenths
- Recognise, find & write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to <1
- Order fractions with common denominator

Geometry & Measures

- Measure & calculate with metric measures
- Measure simple perimeter
- Add/subtract using money in context
- Use Roman numerals up to XII; tell time
- Calculate using simple time problems
- Draw 2-d / Make 3-d shapes
- Identify and use right angles
- Identify horizontal, vertical, perpendicular and parallel lines

Data

- Interpret bar charts & pictograms

Art & Design

Drawing

- use a wide range of pencils and other drawing tools including charcoal.
- draw familiar objects or things related to a set theme
- I can make sketches of still life artefacts (not photos)
- I can sketch ideas and images linked to the natural and manmade world, concentrating on line, pattern, tone, size, proportion and detail.
- I can use fantasy ideas and use drawing as a way of designing

Painting

- mix and match colours to life
- discuss the use and effects different colours have.

Sculpture, printing, textiles

- paint using artist/art movement influence
- make coil and slab pots / constructions
- show the process I would like to use to make my 2D/3D form
- find pattern in the environment and in man-made objects and art
- record patterns by rubbing, printing and analysing
- construct forms, models and buildings using a variety of materials, choosing materials for their qualities and construction potential.

Design & Technology

- Use research & criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

Religious Education

- Continue to follow the locally agreed syllabus

Music

- **Listen:** Begin to develop aural memory through listening to and recalling sounds.
- **Play:** Perform in ensemble contexts, using voices and playing musical instruments.
- **Compose:** Create music for a purpose, applying some of the key elements of music.
- **Notate:** Begin to understand musical notation of rhythm.
- **Appreciate/History:** Begin to recognise different musical traditions and their place in the History of Music.

Music Provision

- 1 term of music from SMS (Listen; Play; Compose)
- 14 weeks of Recorders from Wider Opps (Listen; Play; Notate)
- 1 term of workshops with Pete Letanka.
Cycle 1:
 - African drumming. (Y3/4 Listen; Play; Appreciate)Cycle 2: Caribbean (Listen; Play; Compose; Appreciate/History)
- Weekly music assemblies (Listen; Play; Appreciate; History)

Charles Dickens Primary School – Curriculum Overview for Year 3

Science

- Asking relevant questions
- setting up simple practical enquiries to answer questions including comparative and fair tests
- making systematic and careful observations,
- taking accurate measurements using standard units,
- using thermometers and data loggers
- gathering, recording, classifying a cxdsw2 ways
- show findings using drawings, labelled diagrams, keys, bar charts, and tables
- produce oral and written results and conclusions and make further predictions
- Evaluate how well enquiry has answered question and suggest improvements
- Use straightforward evidence to answer questions

Physics

- identify how sounds are made, link to vibration
- vibrations from sounds travel through a medium to the ear
- link pitch to features of an object making sound
- link volume of a sound to strength of the vibrations
- sounds get fainter as the distance from the sound source increases.

Forces and magnets

- compare how things move on different surfaces
- notice some forces (excluding magnetism) need contact between two objects,
- know magnets attract or repel each other and attract some materials and not others
- group magnetic and non magnetic material
- know magnets have two poles – use to predict attraction or repulsion of magnets

Rocks

- classification of rock types
- simple understanding of fossilisation
- know soils are made from rocks and organic matter.

States of matter

- classify materials together into states - solids, liquids or gases
- know how temperature affects state and which temperatures affects different materials.
- Role of evaporation and condensation in the water cycle and how affected by temperature.

Living things and their habitats:

- living things can be sorted/grouped
- use classification keys to help group, identify and name a variety of living things
- know impact of change on environments and inhabitants

Light

- Sources of light and role of importance of light in sight,
- How reflections and shadows are formed
- Know why size/shape of shadows change

Plants

- identify and describe the functions of different parts of flowering plants
- understand plant's needs.
- investigate water transportation in plants
- understand role of flowers in plant life cycle

Animals including Humans

- know what nutrients animals need, including humans,
- Understand skeletons – which animals have them and their role.
- describe simple functions of the digestive system parts humans
- identify types of teeth in humans and their functions
- construct and interpret a variety of food chains

History

British History (taught chronologically)

Stone Age to Iron Age Britain, including:

- Hunter-gatherers and early farmers
- Bronze age religion, technology & travel
- Iron age hill forts

Broader History 'Overview' Study:

- Invaders and Settlers – Saxons, Vikings and Romans (all specified in new curriculum).
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo Saxons and Scots
- The Viking and Anglo Saxon struggle for England

Study of an Earlier Civilisation

- Ancient Egyptians - The achievements of early civilisations

Contrasting Study

Comparison to contrasts with British history – Benin (West Africa) c. AD 900-1300

- develop a chronologically secure knowledge and understanding of early history
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Create and answer historically valid questions about change, cause, similarity and difference, and significance.
- understand our knowledge of the past is constructed from many sources.

Computing

Termly e-Safety Training

Animation Using Coding

- Create a character and background' animation, which moves using coding.
- debug a simple a string of code instructions
- learn instructions such as: Wait, forever, repeat, move, and variables.

Photography

- Know difference between digital and non-digital cameras
- Understand how to focus, use lighting and appropriate angles and distance to achieve a good photograph.
- Publish photos on the blog. Children to understand risks of sharing information online.

Filming

- Film, edit, save and retrieve their work using iMovie maker on Macbooks or iPads.
- Understand different filming techniques.
- To understand camera angles and enhance their film using credits or music.
- Understand how films have changed over the years.
- Children to interview petople relating to topic/ film a performance and edit.

Electricity:

Role of electricity in our homes.

Simple series electrical circuits- using and naming cells, wires, bulbs, switches and buzzers conductors and insulators - knowing metals are good

Charles Dickens Primary School – Curriculum Overview for Year 3

Physical Education

- See the link between performance effort, heart rate and breathing
- Work safely
- Give reasons why PE is good for their health.
- Offer and receive positive criticism to improve performance.

Athletics

- Run at a speed appropriate to the distance
- Take a running jump landing on 2 feet.
- Aim and throw an ball and javelin overarm correctly.

Dance

- Select moves that will link with the music and then perform with a partner confidently
- Identify and follow a rhythm and beat of music correctly
- Perform a short dance to music

Gymnastics

- Complete BAGA body management Step 2 routine
- Chn to complete the BAGA 7 floor routine

Invasion Games

- Move into an area to receive a ball
- Catch a ball whilst moving
- Throw accurately to a moving target
- Move with a ball with control using the correct technique

PSCHE

Valuing Diversity and Tolerance:

- Work with others to create a class charter
- Understand and value the talents of others
- Know how to resolve friendship problems
- Work cooperatively in a group
- Express an opinion confidently

Staying Safe:

- To understanding what a risk is and risk taking behaviour
- To know what illegal and legal drugs are and the associated risks
- To know the effects and risks of smoking and drinking alcohol
- To understand the difference between a group and a gang
- Know when it is important to say no.

Our community and rule of law:

- To understand how laws are made
- To know what a community is and that I belong to a community
- To describe democracy in simple terms
- To develop and awareness of climate change

Rights of the Children and Sex Ed

- To understand why and what are the UN Rights of the Child
- How to make healthy choices
- The differences between males and females and to name the body parts
- To know how to protect my right to stay safe from harm

Fair Trade and Global Communities:

- To understand the principles behind fair trade
- To understand how the media presents information
- To understand the potential influence of consumer power
- To recognise and challenge stereotypes

People around us:

- To identify people who can help in different situations
- To know about and value different types of family
- To recognise and respect similarities and differences between people in different places
-

Modern Languages

Introducing yourself and family

- Simple greetings
- Making simple statements and asking Qs (name and age)
- Simple description of family – parents, siblings
- Numbers 1–40
- s'appeler: je and tu, il/elle forms
- Questions: inversion of verb and subject
- Possessive adjectives: mon, ma

Food

- Expressing likes and dislikes (about food)
- Saying what you would like
- Questions: without inversion
- Regular -er verbs: tu and vous forms

Describing others

- Simple description (of a person) – body parts, colour, size
- Adjectives: agreement (colour) and position
- avoir: j'ai, il/elle a (I have, he/she has)
- être: il/elle est (he/she is)

Classroom

- Understand classroom instructions
- Name classroom objects
- Describing subjects and likes dislikes

Animals

- Simple description (of an animal) – colour, movement
- Regular -er verbs: il/elle form • courir (irregular): il/elle court
- Pronouns: il/elle used for 'it'
- Negatives (ne ... pas)

Geography

- Locate world's countries, focussing on Europe & Americas focus on key physical & human features
- Study a contrasting group of countries (Caribbean Islands and Africa country focus – South Africa and 1 other) – including physical and human features recognising geographical similarities and differences.
- •Use 8 points of compass, symbols & keys
- •Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links and links to the environment.
- •Use fieldwork to observe, measure & record

Charles Dickens Primary School – Curriculum Overview for Year 4

English

Reading

- Secure decoding of unfamiliar words
- Read for a range of purposes
- Retell some stories orally
- Discuss words & phrases that capture the imagination
- Identify themes & conventions
- Retrieve & record information
- Make inferences & justify predictions
- Recognise a variety of forms of poetry
- Identify & summarise ideas

Speaking & Listening

- Articulate & justify opinions
- Speak audibly in Standard English
- Gain, maintain & monitor interest of listeners

Writing

- Correctly spell common homophones
- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proof-read for spelling & punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

Grammar

- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use & punctuate direct speech
- Use commas after front adverbials

Maths

Number/Calculation

- Learn 3, 4 & 8x tables
- Secure place value to 100
- Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
- Written column addition & subtraction
- Solve number problems, including multiplication & simple division and missing number problems
- Use commutativity to help calculations

Fractions & Decimals

- Use & count in tenths
- Recognise, find & write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to <1
- Order fractions with common denominator

Geometry & Measures

- Measure & calculate with metric measures
- Measure simple perimeter
- Add/subtract using money in context
- Use Roman numerals up to XII; tell time
- Calculate using simple time problems
- Draw 2-d / Make 3-d shapes
- Identify and use right angles
- Identify horizontal, vertical, perpendicular and parallel lines

Data

- Interpret bar charts & pictograms

Art & Design

Drawing

- use a wide range of pencils and other drawing tools including charcoal.
- draw familiar objects or things related to a set theme
- I can make sketches of still life artefacts (not photos)
- I can sketch ideas and images linked to the natural and manmade world, concentrating on line, pattern, tone, size, proportion and detail.
- I can use fantasy ideas and use drawing as a way of designing

Painting

- mix and match colours to life
- discuss the use and effects different colours have.

Sculpture, printing, textiles

- paint using artist/art movement influence
- make coil and slab pots / constructions
- show the process I would like to use to make my 2D/3D form
- find pattern in the environment and in man-made objects and art
- record patterns by rubbing, printing and analysing
- construct forms, models and buildings using a variety of materials, choosing materials for their qualities and construction potential.

Design & Technology

- Use research & criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

Religious Education

- Continue to follow the locally agreed syllabus

Music

- **Listen:** Develop aural memory by listening to and recalling extended sounds.
- **Play:** Perform in ensemble contexts, using voices and playing musical instruments with greater accuracy and fluency.
- **Compose:** create music for a purpose, applying some of the key elements of music.
- **Notate:** Understand and follow musical notation of rhythm and some of pitch (notes used in recorder lessons).
- **Appreciate/History:** Develop understanding of different musical traditions and their place in the History of Music.

Provision

- 1 term of music from SMS (Listen; Play; Compose)
- 14 weeks of Recorders from Wider Opps (Listen; Play; Notate)
- Weekly music assemblies (Listen; Play; Appreciate; History)

Charles Dickens Primary School – Curriculum Overview for Year 4

Science

- Asking relevant questions
- setting up simple practical enquiries to answer questions including comparative and fair tests
- making systematic and careful observations,
- taking accurate measurements using standard units,
- using thermometers and data loggers
- gathering, recording, classifying a cxdsw2 ways
- show findings using drawings, labelled diagrams, keys, bar charts, and tables
- produce oral and written results and conclusions and make further predictions
- Evaluate how well enquiry has answered question and suggest improvements
- Use straightforward evidence to answer questions

Physics

- identify how sounds are made, link to vibration
- vibrations from sounds travel through a medium to the ear
- link pitch to features of an object making sound
- link volume of a sound to strength of the vibrations
- sounds get fainter as the distance from the sound source increases.

Forces and magnets

- compare how things move on different surfaces
- notice some forces (excluding magnetism) need contact between two objects,
- know magnets attract or repel each other and attract some materials and not others
- group magnetic and non magnetic material
- know magnets have two poles – use to predict attraction or repulsion of magnets

Rocks

- classification of rock types
- simple understanding of fossilisation
- know soils are made from rocks and organic matter.

States of matter

- classify materials together into states - solids, liquids or gases
- know how temperature affects state and which temperatures affects different materials.
- Role of evaporation and condensation in the water cycle and how affected by temperature.
- Living things and their habitats:
- living things can be sorted/grouped
- use classification keys to help group, identify and name a variety of living things
- know impact of change on environments and inhabitants

Light

- Sources of light and role of importance of light in sight,
- How reflections and shadows are formed
- Know why size/shape of shadows change

Plants

- identify and describe the functions of different parts of flowering plants
- understand plant's needs.
- investigate water transportation in plants
- understand role of flowers in plant life cycle

Animals including Humans

- know what nutrients animals need, including humans,
- Understand skeletons – which animals have them and their role.
- describe simple functions of the digestive system parts humans
- identify types of teeth in humans and their functions
- construct and interpret a variety of food chains

History

British History (taught chronologically)

Stone Age to Iron Age Britain, including:

- Hunter-gatherers and early farmers
- Bronze age religion, technology & travel
- Iron age hill forts

Broader History 'Overview' Study:

- Invaders and Settlers – Saxons, Vikings and Romans (all specified in new curriculum).
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo Saxons and Scots
- The Viking and Anglo Saxon struggle for England

Study of an Earlier Civilisation

- Ancient Egyptians - The achievements of early civilisations

Contrasting Study

Comparison to contrasts with British history – Benin (West Africa) c. AD 900-1300

- develop a chronologically secure knowledge and understanding of early history
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Create and answer historically valid questions about change, cause, similarity and difference, and significance.
- understand our knowledge of the past is constructed from many sources.

Computing

Termly e-Safety Training

Animation Using Coding

- Create a character and background animation, which moves using coding.
- debug a simple a string of code instructions
- learn instructions such as: Wait, forever, repeat, move, and variables.

Photography

- Know difference between digital and non-digital cameras
- Understand how to focus, use lighting and appropriate angles and distance to achieve a good photograph.
- Publish photos on the blog. Children to understand risks of sharing information online.

Filming

- Film, edit, save and retrieve their work using iMovie maker on Macbooks or iPads.
- Understand different filming techniques.
- To understand camera angles and enhance their film using credits or music.
- Understand how films have changed over the years.
- Children to interview petople relating to topic/ film a performance and edit.

Electricity:

Role of electricity in our homes.

Simple series electrical circuits- using and naming cells, wires, bulbs, switches and buzzers conductors and insulators - knowing metals are good

Charles Dickens Primary School – Curriculum Overview for Year 4

Physical Education

- See the link between performance effort, heart rate and breathing)
- Work safely
- Give reasons why PE is good for their health.
- Offer and receive positive criticism to improve performance.

Athletics

- Run at a speed appropriate to the distance
- Take a running jump landing on 2 feet.
- Aim and throw an ball and javelin overarm correctly.

Dance

- Select moves that will link with the music and then perform with a partner confidently
- Identify and follow a rhythm and beat of music correctly
- Perform a short dance to music

Gymnastics

- Complete BAGA body management Step 2 routine
- Chn to complete the BAGA 7 floor routine

Invasion Games

- Move into an area to receive a ball
- Catch a ball whilst moving
- Throw accurately to a moving target
- Move with a ball with control using the correct technique

PSCHE

- Valuing Diversity and Tolerance:
- Work with others to create a class charter
- Understand and value the talents of others
- Know how to resolve friendship problems
- Work cooperatively in a group
- Express an opinion confidently

Staying Safe:

- To understanding what a risk is and risk taking behaviour
- To know what illegal and legal drugs are and the associated risks
- To know the effects and risks of smoking and drinking alcohol
- To understand the difference between a group and a gang
- Know when it is important to say no.

Our community and rule of law:

- To understand how laws are made
- To know what a community is and that I belong to a community
- To describe democracy in simple terms
- To develop and awareness of climate change

Rights of the Children and Sex Ed

- To understand why and what are the UN Rights of the Child
- How to make healthy choices
- The differences between males and females and to name the body parts
- To know how to protect my right to stay safe from harm

Fair Trade and Global Communities:

- To understand the principles behind fair trade
- To understand how the media presents information
- To understand the potential influence of consumer power
- To recognise and challenge stereotypes

P

people around us:

- To identify people who can help in different situations
- To know about and value different types of family
- To recognise and respect similarities and differences between people in different places

Modern Languages

Travel

- Making statements (about travel)
- Days of the week
- en/à + transport • à + place
- aller: je vais, tu vas
- en + country
- Question word (Comment? Où)
- Inversion of verb and subject

Sport and healthy lives

- Making simple statements (about activities and diet)
- Questions with Qu'est-ce que ...?
- faire: je fais, tu fais
- jouer au (+ sport) : faire du/de la (+ sport)

Weather

- Describing the weather
- Saying the temperature (plus and minus)
- Saying the date
- Complex sentences starting with a clause using Quand

Pocket Money

- Expressing likes and dislikes (about food and toys)
- Justification of opinions
- Simple prices
- C'est + adjective
- avoir: negative je n'ai pas
- de after negative

Carnival of Animals (Saint-Saëns)

- Giving a simple description (of animals and habitats)
- Telling the time on the hour
- Asking and answering simple questions
- Adverbs: formation with -ment
- Use of 'l' before a vowel

Geography

- Locate world's countries, focussing on Europe & Americas focus on key physical & human features
- Study a contrasting group of countries (Caribbean Islands and Africa country focus – South Africa and 1 other) – including physical and human features recognising geographical similarities and differences.
- •Use 8 points of compass, symbols & keys
- •Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links and links to the environment.
- •Use fieldwork to observe, measure & record

Charles Dickens Primary School – Curriculum Overview for Year 5

English

Reading

- Apply knowledge of morphology & etymology when reading new words
- Reading & discuss a broad range of genres & texts
- Identifying & discussing themes
- Make recommendations to others
- Learn poetry by heart
- Draw inference & make predictions
- Discuss authors' use of language
- Retrieve & present information from non-fiction texts.
- Formal presentations & debates

Speaking & Listening

- Give well-structured explanations
- Command of Standard English
- Consider & evaluate different viewpoints
- Use appropriate register

Writing

- Secure spelling, inc. homophones, prefixes, silent letters, etc.
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience & purpose
- Develop character, setting and atmosphere in narrative
- Use organisational & presentational features
- Use consistent appropriate tense
- Proof-reading
- Perform own compositions

Grammar

- Use expanded noun phrases
- Use modal & passive verbs
- Use relative clauses
- Use commas for clauses
- Use brackets, dashes & commas for parenthesis

Maths

Number/Calculation

- Secure place value to 1,000,000
- Use negative whole numbers in context
- Use Roman numerals to 1000 (M)
- Use standard written methods for all four operations
- Confidently add & subtract mentally
- Use vocabulary of prime, factor & multiple
- Multiply & divide by powers of ten
- Use square and cube numbers

Data

- Interpret tables & line graphs
- Solve questions about line graphs

Geometry & Measures

- Convert between different units
- Calculate perimeter of composite shapes & area of rectangles
- Estimate volume & capacity
- Identify 3-d shapes
- Measure & identify angles
- Understand regular polygons
- Reflect & translate shapes

Fractions & Decimals

- Compare & order fractions
- Add & subtract fractions with common denominators, with mixed numbers
- Multiply fractions by units
- Write decimals as fractions
- Order & round decimal numbers
- Link percentages to fractions & decimals

Design & Technology

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

Religious Education

- Continue to follow the locally agreed syllabus

Art & Design

Still Life Drawing

- observational studies using colour, tone, scale including cross hatching/shading
- draw a range of natural or made forms from observation in the classroom.
- draw using my personal style and expression
- make careful observations of the figure

Painting

- mix and match a large range of colours – experimenting and controlling colour.
- use different shades, tones and hues
- create different moods through the use of colour
- paint using artist/art movement influence

Sculpture & Textiles

- use different shapes to create and organise patterns
- design patterns to express particular moods and for different purposes
- awareness of darkness and light, form and texture
- use appropriate tools and materials creatively
- construct forms, models and buildings using a variety of materials
- make use of the functional and expressive qualities of materials
- Understand relationship between the natural and manmade world (conservation).
- Add detail to my work in a considered way

Music

- **Listen:** Extend aural memory by listening to and recalling sounds, including details such as dynamics and timbre.
- **Play:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, and expression.
- **Compose:** Create and evaluate music for a purpose, considering all of the key elements of music.
- **Notate:** Begin to use musical notation to record rhythmic compositions.
- **Appreciate:** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.
- **History:** Develop an understanding of the history of music

Provision

- Autumn Term - Composition workshops with Pete Letanka.
- Summer term: singing project (Southwark Splash)
- Jazz Project – (Compose, Play) Weekly music assemblies (Listen; Play; Appreciate; History)

Charles Dickens Primary School – Curriculum Overview for Year 5

Science

Biology

- Life cycles of plants & animals (incl. mammal, insect, bird, amphibian)
- Describe changes as humans develop & mature
- identify and describe the main parts and functions of the human circulatory system,
- recognise the impact of lifestyle (e.g. diet, exercise, smoking) on bodily function
- describe how nutrients and water are transported within animals,
- introduction to evolution, inheritance and adaptation of plants and animals.

Chemistry

- Classify materials according to a variety of properties (e.g magnetism, conductivity)
- Understand mixtures & solutions and methods for separation of mixtures.
- Know about reversible changes; identify irreversible changes which create new materials (e.g burning)

Physics

- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity and effects of resistance & mechanical forces including levers, pulleys and gears on forces.
- Electricity: circuits - understanding impact of switches, cells and component position on bulb brightness/buzzer sound. Represent symbols accurately in diagrammatic form.
- Light: - how light travels, the eye and the creation of shadows.

History

Broader History Study

- Ancient Greece. A study of Greek life and achievements and their influence on the western world

Local history study - Victorians

- Dickens in London. How London changed during the time of Dickens and how this was reflected in his works.

Significant Aspect or Theme in British History

- Britain at War - Overview of events, impact of war on women, society and public sector services, birth of the NHS, rationing, evacuation.

Computing

Creating data electronically

- Create music through technology (garage band)
- Understand and create QR codes for maths and literacy
- Know how data can be transferred E.g. barcodes, binary codes, emails etc.
- Know benefits and risks of sharing data.

Presenting information using technology

- Publish their written and maths work, using blog, excel pages, ppt, prezi or word - selection based on meeting needs of audience.
- change fonts, justify, enlarge font size, and include pictures, adhere to copyright

Coding using computer game design

- advanced codes using scratch
- create games such as desert race and fruit machine
- understand "if statement", greater than and less than signs
- debug programmes when an error occurs

Modern Languages

Daily Routine

- Telling time
- Describing activities
- Expressing likes and dislikes

Journey to school

- Simple directions, describing places, telling time
- Using repair strategies to keep a conversation going
- The alphabet
- Adverbial phrases of time il y a

Planets

- Giving a description (of a planet) including position.
- Classifying nouns, adjectives and verbs
- Qualifier: assez
- Prepositions: près de, loin de Compound sentences with parce que

The haunted house - Language skills

- Use of context as clues to meaning..
- Looking for similarities with English words and recognise these words
- Use context and previous knowledge to determine meaning and pronunciation.
- Practise saying new words repeatedly aloud,
- + revision of rooms of house

The four Seasons (Vivaldi)

- Making simple statements (about seasons)
- Describing the weather -present and the past)
- Using adjectives as antonyms
- Prepositions en, au (with seasons)
- Imperfect tense, eg Il faisait beau/chaud
- Adjectives: agreement and position (revision)
- OPTIONAL: Residential trip to Hardelot, France

Geography

- Name & locate counties, cities, regions & features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe, and of the Americas – Russia
- Contrasting country study – China
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4- and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas
- UK study – Borough and the River Thames (contrast to other areas covered by thames)
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Charles Dickens Primary School – Curriculum Overview for Year 5

Physical Education

General

- peer assess and make decisions to improve performance based on their knowledge
- describe the changes in my body when running, jumping & throwing Chn to identify muscle groups confidently
- demonstrate specific aspects of warm-up

Athletics

- improve and sustain running technique at different speeds , including for long distances.
- demonstrate hop, skip and jump and perform a standing long jump using the correct techniques

Dance

- demonstrate precision, control & fluency to suit range of music stimuli
- vary dance movements & develop actions with a partner or as part of a group using ribbons, hoops, balls
- confidently perform a whole dance routine with a group in time with the beat of the music

Gymnastics

- complete BAGA body management Step 3
- Chn to complete BAGA 6 floor routine

Invasion Games

- control and catch a ball & accurately pass using a range of throws, whilst moving
- take part in a competitive game and apply the correct rules and tactics (tag rugby, cricket)
- move with a ball in opposed situations

PSCHE

Rights of the Child and Sex Ed

- To understand why and what are the UN Rights of the Child – link to staying safe from abuse.
- Recognise and understand the emotional and physical changes occurring in puberty in both males and females.
- To understand link between puberty and adapting personal hygiene routines
- Characteristics of positive role models

Staying Safe:

- To understanding what a risk is and risk taking behaviour
- To know what illegal and legal drugs are and the associated risks
- To know the effects and risks of smoking and drinking alcohol
- To understand the difference between a group and a gang
- Know when it is important to say no.

Fair Trade and Global Communities:

- To understand the principles behind fair trade
- To understand how the media presents information
- To understand the potential influence of consumer power
- To recognise and challenge stereotypes

People around us:

- To identify people who can help in different situations
- To know about and value different types of family
- To recognise and respect similarities and differences between people in different locations

Valuing Diversity and Tolerance:

- Work with others to create a class charter
- Understand and value the talents of others
- Know how to resolve friendship problems
- Work cooperatively in a group
- Express an opinion confidently

Our community and rule of law:

- To understand how laws are made
- To know what a community is and that I belong to a community
- To describe democracy in simple terms
- To develop and awareness of climate change

Charles Dickens Primary School – Curriculum Overview for Year 6

English

Reading

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences with evidence
- Summarising key points from texts
- Identify how language, structure, etc. contribute to meaning
- Discuss use of language, inc. figurative
- Discuss & explain reading, providing reasoned justifications for views

Speaking & Listening

- Use questions to build knowledge
- Articulate arguments & opinions
- Use spoken language to speculate, hypothesise & explore
- Use appropriate register & language

Writing

- Use knowledge of morphology & etymology in spelling
- Develop legible personal handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices
- Ensure grammatical consistency

Grammar

- Use appropriate register/ style
- Use the passive voice for purpose
- Use features to convey & clarify meaning
- Use full punctuation
- Use language of subject/object

Art & Design

Still Life Drawing

- observational studies using colour, tone, scale including cross hatching/shading
- draw a range of natural or made forms from observation in the classroom.
- draw using my personal style and expression
- make careful observations of the figure

Painting

- mix and match a large range of colours – experimenting and controlling colour.
- use different shades, tones and hues
- create different moods through the use of colour
- paint using artist/art movement influence

Sculpture & Textiles

- use different shapes to create and organise patterns
- design patterns to express particular moods and for different purposes
- awareness of darkness and light, form and texture
- use appropriate tools and materials creatively
- construct forms, models and buildings using a variety of materials
- make use of the functional and expressive qualities of materials
- Understand relationship between the natural and manmade world (conservation).
- Add detail to my work in a considered way

Maths

Number/Calculation

- Secure place value & rounding to 10,000,000, including negatives
- All written methods, including long division
- Use order of operations (not indices)
- Identify factors, multiples & primes
- Solve multi-step number problems

Algebra

- Introduce simple use of unknowns

Data

- Use pie charts
- Calculate mean averages

Geometry & Measures

- Confidently use a range of measures & conversions
- Calculate area of triangles / parallelograms
- Use area & volume formulas
- Classify shapes by properties
- Know and use angle rules
- Translate & reflect shapes, using all four quadrants

Fractions & Decimals

- Compare & simplify fractions
- Use equivalents to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Solve problems using decimals & percentages
- Use written division up to 2dp
- Introduce ratio & proportion

Design & Technology

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

Religious Education

- Continue to follow the locally agreed syllabus

Music

- **Listen:** Extend aural memory by listening to and recalling longer pieces of music, including details such as dynamics and timbre.
- **Play:** Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- **Compose:** Create and evaluate music for a range of purposes, considering all of the key elements of music.
- **Notate:** Use musical notation to record both pitch and rhythm of music.
- **Appreciate:** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- **History:** Develop an understanding of the history of music.
- **Provision**
- Autumn Term - composition workshops with PeteLetanka. Cycle 1: Borough & River Thames (Compose; Play; Notate) Cycle 2: Opera project (Listen; Play; Compose; Notate; Appreciate; History)
- Summer term: Year 6 production. (Play; Compose; Notate)
- Weekly music assemblies (Listen; Play; Appreciate; History)

Charles Dickens Primary School – Curriculum Overview for Year 6

Science

Biology

- Life cycles of plants & animals (incl. mammal, insect, bird, amphibian)
- Describe changes as humans develop & mature
- identify and describe the main parts and functions of the human circulatory system,
- recognise the impact of lifestyle (e.g. diet, exercise, smoking) on bodily function
- describe how nutrients and water are transported within animals,
- introduction to evolution, inheritance and adaptation of plants and animals.

Chemistry

- Classify materials according to a variety of properties (e.g magnetism, conductivity)
- Understand mixtures & solutions and methods for separation of mixtures.
- Know about reversible changes; identify irreversible changes which create new materials (e.g burning)

Physics

- Understand location and interaction of Sun, Earth & Moon
- Introduce gravity and effects of resistance & mechanical forces including levers, pulleys and gears on forces.
- Electricity: circuits - understanding impact of switches, cells and component position on bulb brightness/buzzer sound. Represent symbols accurately in diagrammatic form.
- Light: - how light travels, the eye and the creation of shadows.

History

Broader History Study

- Ancient Greece. A study of Greek life and achievements and their influence on the western world

Local history study - Victorians

- Dickens in London. How London changed during the time of Dickens and how this was reflected in his works.

Significant Aspect or Theme in British History

- Britain at War - Overview of events, impact of war on women, society and public sector services, birth of the NHS, rationing, evacuation.

Computing

Creating data electronically

- Create music through technology (garage band)
- Understand and create QR codes for maths and literacy
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Presenting information using technology

- Publish their written and maths work, using blog, excel pages, ppt, prezzi or word - selection based on meeting needs of audience.
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Coding using computer game design

- advanced codes using scratch
- create games such as desert race and fruit machine
- understand "if statement", greater than and less than signs
- debug programmes when an error occurs

Modern Languages

Past and Present – the town

- Making statements (about places in a town)
- Asking questions (about places in a town)
- Giving a description (of a town)
- Saying the year (eg mille neuf cent quarante huit)
- Antonyms
- Imperfect tense of avoir (avait) and être (était)
- beaucoup de . peu de

Dans Paris –Paul Eluard – Poem Study

- Making statements - les arrondissements, landmarks,
- Revision of towns

Super Heroes

- Making statements - physical description and personality
- Numbers above 40

Le loup qui voulait faire le tour du monde – book study

- Revision of travel and seasons

Rhapsodie pour un pot au feu – film study

- Revision of family and home
- Revision of activities
- Using the 24 hour clock

Geography

- Name & locate counties, cities, regions & features of UK
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe, and of the Americas – Russia
- Contrasting country study – China
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4- and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas
- UK study – Borough and the River Thames (contrast to other areas covered by thames)
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Charles Dickens Primary School – Curriculum Overview for Year 6

Physical Education

General

- peer assess and make decisions to improve performance based on their knowledge
- describe the changes in my body when running, jumping & throwing Chn to identify muscle groups confidently
- demonstrate specific aspects of warm-up

Athletics

- improve and sustain running technique at different speeds , including for long distances.
- demonstrate hop, skip and jump and perform a standing long jump using the correct techniques
-
- Exceeding: to apply skills effectively in a competitive event.

Dance

- Demonstrate precision, control & fluency to suit range of music stimuli
- Vary dance movements & develop actions with a partner or as part of a group using ribbons, hoops, balls
- Confidently perform a whole dance routine with a group in time with the beat of the music

Exceeding:

- demonstrate a sequence of linked movements to create a finished dance routine in variety of dance styles
- incorporate understanding of beat and rhythm into a dance composition.
- Suggest ways to improve quality of performance showing sound knowledge & understanding
- Lead a warm up & demonstrate all round safe practice

Gymnastics

- complete BAGA body management Step 3
- Chn to complete BAGA 6 floor routine

Exceeding:

- Chn to generate their own sequence of movements to flow showing complex skills and accurate movements.
- (Chn to complete BAGA 5 and 4 floor routine.

Invasion Games

- Control and catch a ball & accurately pass using a range of throws, whilst moving
- Take part in a competitive game and apply the correct rules and tactics (tag rugby, cricket)
- move with a ball in opposed situations

Exceeding:

- Control movements when confronted by an opposing team player
- Confidently pass and move within the context of a competitive game
- Offer advice to team members to improve their game.

PSCHE

Rights of the Child and Sex Ed

- To understand why and what are the UN Rights of the Child – link to staying safe from abuse.
- Recognise changes in puberty in both males and females and link to reproduction
- Understanding how pregnancy takes place and conceptions methods
- Understanding relationships and communication

Staying Safe:

- To understanding what a risk is and risk taking behaviour
- To know what illegal and legal drugs are and the associated risks
- To know the effects and risks of smoking and drinking alcohol
- To understand the difference between a group and a gang
- Know when it is important to say no.

Fair Trade and Global Communities:

- To understand the principles behind fair trade
- To understand how the media presents information
- To understand the potential influence of consumer power
- To recognise and challenge stereotypes

People around us:

- To identify people who can help in different situations
- To know about and value different types of family
- To recognise and respect similarities and differences between people in different locations

Valuing Diversity and Tolerance:

- Work with others to create a class charter
- Understand and value the talents of others
- Know how to resolve friendship problems
- Work cooperatively in a group
- Express an opinion confidently

Our community and rule of law:

- To understand how laws are made
- To know what a community is and that I belong to a community
- To describe democracy in simple terms
- To develop and awareness of climate change