

BURLINGTON JUNIOR SCHOOL TEACHING AND LEARNING POLICY

This policy describes how effective and efficient learning is promoted and led through the teaching at Burlington Junior School. It underpins all curriculum policies. The cyclical process of monitoring and self-review ensures that standards of teaching and learning are constantly high.

Vision: Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Mission: Staff are committed to:

- Providing a creative, inspiring curriculum that provides memorable learning experiences.
- Guiding children towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

We encourage and expect children to:

- Develop lively, enquiring, imaginative and creative minds and have the ability to develop ideas, questions and discuss rationally, examine evidence, predict outcomes and draw conclusions;
- Acquire knowledge and communicate it effectively to others;
- Identify and solve problems independently, build on success and recognise failure and mistakes as an important step in the learning process;
- Develop a set of moral values, attitudes and beliefs based on reason, which lead to mutual understanding, care of the environment, self-discipline, self-confidence, self-esteem and courtesy;
- Develop healthy, fit bodies and a wide range of physical skills as well as interests and enthusiasm which will enhance quality of life;
- Realise their intellectual, spiritual, aesthetic and physical potential;
- Recognise the range of human emotions and how to respond to these;
- Develop an understanding of the society they live in;
- Take responsibility for their actions and the effects these may have on others.

Our children come from many different cultural and religious backgrounds. We recognise that children are individuals with rights and obligations. We welcome the contributions of all our children and their families to our school community. We help our children to understand the interdependent nature of the world, the multi-racial and multi-cultural make-up of our society and build respect for different cultures and ways of life. We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We are opposed to discrimination against

any person or group on grounds of class, religion, gender, sexuality, race, disability or political beliefs. We challenge stereotypes and help children examine, discuss and understand the underlying issues.

LEARNING

Children learn in a variety of ways and for many it is a complex and fragmented acquisition of concepts, skills and knowledge rather than a straight line of continuity and progression. Every child is encouraged to recognise their preferred learning style. Staff ensure that the physical environment provides optimum learning opportunities.

We know that children learn effectively in a variety of ways, and so all staff provide opportunities for this, including:

- Practical activities
- Use of concrete resources
- Investigating and discovering
- Solving problems
- Discussing, describing, posing questions and explaining answers
- Understanding, learning, memorising and applying rules and systems
- Thinking in the abstract
- Presenting learning to different audiences
- First hand experiences
- Working independently and co-operatively
- Allowing them to make mistakes in a secure environment.

DARING TO TAKE RISKS

Underpinning and supporting the curriculum are the teaching and learning of what makes an effective learner. Children are encouraged to develop their resilience and independence in all their learning, and this runs alongside the empowerment of all children to believe in their ability to learn, rather than being constrained by what they perceive to be their 'fixed' intelligence. Children learn best when they have certain attitudes to learning which are fully supported by parents, such as:

- Involvement in, application to, enjoyment of, and pride in, their work
- Seeing mistakes and failures as necessary steps to learning
- Enthusiasm and confidence
- Perseverance and a desire for improvement
- Responding positively to a challenge
- A desire to have and develop ideas
- Attentiveness
- A feeling of security
- Respect for others.

TEACHING

At Burlington Junior School we provide opportunities for children to experience a balanced, wide and varied curriculum, both in and out of school. Please see Appendix 1. All adults in the school who work with children play a teaching role and we recognise the direct link between quality of teaching and levels of achievement and attainment. At Burlington, teachers are expected to provide work which is appropriate and matched to the abilities of the children. We make the best use of teaching time and make specific cross-curricular links in the planning and delivery of lessons including constant opportunities to develop social skills through group work, PSHE, role play and drama. We do our best to root the children's experiences in real life contexts. We maintain a positive and purposeful learning environment with an emphasis on praise, encouragement and celebration of effort and achievement.

Additional Educational Needs

The RBK SEND criteria are used to guide the identification and assessment of pupils that have SEND. Pupils with SEND receive additional support according to their level of need. Activities are differentiated within lessons to enable lower attaining pupils to work independently and to challenge and deepen understanding for the more able. When a child is assessed to have Special Educational Needs they will be put on the Special Needs register in line with the Code of Practice. The pupil will then receive targets for development in relevant subjects that are written into their SEN Passport and Provision Map. These targets are reviewed regularly every term. Refer to the school's SEND policy for further details.

A wide range of teaching strategies are used to realise the learning aims for pupils. A highly effective lesson should contain a range of the following:

- Evidence of children making progress
- A secure knowledge and understanding of the subject
- Is part of a planned coherent sequence of work
- High expectations
- Teaching that challenges all pupils and encourages the consolidation and accumulation of new knowledge
- Connections with previous learning
- A variety of teaching styles, stimuli and activities
- Effective questioning by adults and pupils
- Summarising the learning that has taken place and set it in the context of future lessons
- Allowing children to respond to marking and reflect on their learning
- Managing pupils well and achieving high standards of discipline
- Assessing pupils' work thoroughly and using assessment to inform planning and set targets

- Using homework effectively to extend or complement work done in lessons
- Children are inspired and excited (talking eagerly about the task, what they are trying to do)
- Children understand what they are doing and why. There are clear success criteria
- Children are involved in active learning and are working harder than the teacher
- Lessons include the chance to read and respond to marking
- All adults in the room are involved in working with children. Adults make strategic decisions about who to work with rather than responding to pupil requests
- The room is neat and well organised, allowing children to access resources with ease
- The teacher is usually calm and smiling. There is no shouting
- Children are not listening for longer than 10 minutes and teacher talk is kept to a minimum
- If children are listening they should be focused in regular partner discussions, activities on whiteboards, movement, discussion with other tables etc.
- If children are working in groups this should not allow for children to be idle and allow others to dictate the work
- It is good practice to see children being sent off to work at different times. Some are ready to get started, others may need further assistance
- Differentiation ensures all children can learn independently. It is not simply the TA supporting a LA group
- Mini plenaries are useful to re assess and move children on. Big plenaries at the end are not always needed
- When set to work, children should be ready to work within 1-2 minutes and continue to learn at a good pace
- Children are challenged to progress their own learning.

Outstanding Learners

We refer to children achieving ahead of their peers as 'outstanding learners'. Making appropriate provision for outstanding learners is central to our work at Burlington Junior School as we endeavour to prepare children for a successful future. We aim to do the following:-

- Raise our aspirations for all children.
- Maintain high expectations of achievement for all children.
- Promote enterprise, self-reliance and independence for all children.
- Recognise that outstanding learners have particular educational needs that must be met to realise their full potential.
- Encourage children to become more involved with the curriculum and their own learning and to use higher level thinking skills of analysis, evaluation and synthesis.

- Ensure that teaching methods for outstanding learners are taken up, adapted and used across the school and in each curriculum area.

MONITORING

The Headteacher, Deputy Head, Assistant Head and the subject leaders monitor the teaching and learning of all subjects. The SLT and subject leaders undertake lesson observations and also monitor lesson plans. The governors visit year groups in order to increase their own knowledge and understanding as well as meeting with the subject leader to look at action plans and analyse data. Subject leaders and the SLT also monitor books and data on a regular basis and feedback is given to teachers to help improve outcomes for pupils further.

Reviewed May 2017 by staff and Governors Next review May 2019

Appendix 1: Specific subject aims and objectives

Art

- Promote enjoyment in all art activities and encourage pupils to use art to express their ideas, feelings and emotions.
- Develop pupils' creative and technical skills with a variety of materials, techniques and processes.
- Encourage children's critically reflective abilities of their own and others' work.
- Encourage children to appreciate and gain an understanding of the significance of art in their own culture and that of others.
- Allow pupils to investigate different kinds of art, craft and design as well as the study of artists and designers, and to apply this knowledge in their own work.
- Enable pupils to develop their powers of observation, together with awareness of colour, pattern, texture, line, tone, shape, form, and space in the environment.
- Enable pupils to work both collaboratively and independently.

Computing

- Produce pupils with suitable computing skills and an understanding for their future contribution to the economy.
- Enhance and enrich all pupils' current learning across all curriculum areas.
- Ensure children with special educational needs are able to take advantage of the extra dimension that computing can bring to their learning.
- Develop autonomous users with a positive attitude towards computing.
- Ensure pupils understand how to use the internet safely and know how to respond to distressing encounters (refer to e-safety policy).
- Ensure that teachers have the confidence, skills and resources to deliver the required curriculum.
- Produce capable pupils at the end of Key Stage 2 that match the requirements of the Computing National Curriculum.
- Ensure the school is suitably resourced so that all aspects of the Computing National Curriculum can be delivered.
- Provide children with a platform to publish their work to a wider audience as well as respond to others' work appropriately.

Design and Technology

- Provide opportunities for all children to design and make good quality products.

- Create an interest and enthusiasm for designing and making for children of all abilities.
- Provide children with a range of activities to develop their design and technology capability and confidence in their own ideas.
- Involve children in developing an ability to evaluate their work and the products which people have designed in the past and present to meet their needs.
- Develop children's confidence and skills in using and selecting a range of tools and materials safely.

Objectives: We will achieve our aims by:

- Providing of out of hours opportunities which extend pupils' Art/DT experience, as well as enrichment clubs, many of which are Art/DT based.
- Encouraging children to experiment freely and to use a range of materials safely and sensibly.
- Giving children frequent opportunities to review and modify their work as it progresses, as well as evaluating their own finished products, recognising that the use of sketchbooks can be a helpful tool for this.
- Providing first-hand experience of art through visits to galleries, as well as experiences with visiting artists. These experiences should enhance a child's perception of the wider world of the visual arts.
- Encouraging pupils to discuss and record their responses to the natural and man-made environment.
- Allowing children to explore both 2D and 3D media and to work on a variety of scales.
- Promoting Art and DT through display in various ways throughout the school.

English

Through our teaching of English we aim to:

- Provide a stimulating curriculum based around high-quality texts, promoting interest, enthusiasm and enjoyment of the subject.
- Set individual targets for writing, discussing them with children.
- Take account of current research on teaching and learning to improve attainment in English.
- Inform parents of pupils' targets.

Home-school links:

English homework throughout the year involves the following:

- Reading comprehension based on a whole-class reader.

- Learning of spelling words or rules through games or activities (eg Spellodrome).
- Children are expected to read at home five times a week for at least 15 minutes.
- Topic homework or projects often involve coverage of literacy objectives.

Writing - Aims:

- To enable all children to become independent and confident writers by the end of Key Stage 2.
- To ensure a competent grasp of cursive handwriting.
- To encourage enjoyment of writing for purpose.
- To teach spelling, punctuation and grammar to improve the quality of written work.

How is writing taught and assessed?

- Whole class shared writing used as a model to support pupils' writing.
- Shared writing displayed in all classrooms.
- Children are given opportunities to write independently.
- Children are encouraged to talk through ideas before writing often using visual aids.
- The left page of books is used by children to edit their writing, with time spent on teaching the skills editing.
- Children are immersed in quality texts to stimulate good writing.
- Drama, video clips, music and first hand experiences are also used as stimulation.
- Children are provided with opportunities for writing across the curriculum.
- There is an expectation that handwriting will be joined, legible and neat.
- Children write in a blue ink pen as soon as the class teacher feels they are ready.
- Additional handwriting support is provided where necessary.
- Spelling is taught discretely, focussed on spelling rules taken from the National Curriculum.
- Punctuation and grammar is taught in the context of ongoing work in English.
- Next step marking is used to support or challenge children based on individual needs.
- Writing is assessed against the National Curriculum for the year group.

- Pupils' progress is reviewed every half term and children not making adequate progress are targeted for more support or challenge as necessary.

Reading - Aims:

- For children to enjoy reading.
- To provide a stimulating reading environment to enable all children to become independent and confident writers by the end of Key Stage 2.
- To develop independence in decoding.
- To develop comprehension, interpretation and the ability to form opinions of a broad range of fiction and non-fiction texts.

How is reading taught and assessed?

- Daily guided reading allows the teaching of decoding and comprehension skills to a small group in which children read and discuss texts with support and challenge from a teacher.
- Additional activities in guided reading allow children to practice English skills independently through working on a range of tasks selected by the teacher.
- Children are encouraged to have access to an independent reading book which is appropriate and that they enjoy.
- Where appropriate, some children also take a book from the school reading scheme. Once a child has read four books in a colour band, they are heard reading by their teacher or TA who will decide if they're ready to move up to the next colour band.
- Children also have access to both the school library and a library of books in class.
- Teachers model good reading by reading aloud in all subjects.
- Teachers read stories to classes for pleasure and to introduce children to a wide range of texts.
- Children's decoding and comprehension is assessed against the National Curriculum.
- Pupils' progress is reviewed every half term and children not making adequate progress are targeted for more support or challenge as necessary.

Phonics

Children who have not met expectations in phonics at the end of year 2 are put into differentiated phonics groups. These groups make use of 'Read Write Inc' resources which support a synthetic approach to teaching phonics. This means that children are taught to read letters or groups of letters by saying the sound(s) they represent. Children then start to read words by blending the sounds together to make a word.

Throughout key stage 2, children continue to make use of their phonics skills to enable them to decode and blend sounds in unfamiliar or tricky words. Children develop and refine their phonics skills within these groups until they are confidently using their phonics knowledge when reading independently.

Speaking and listening - Aims:

Children are given the following opportunities to ensure speaking and listening progression:

- Listening and responding to texts, expressing and justifying their opinions.
- Presentation of own work.
- Contributions to class discussions across the full range of subjects.
- Participation in drama activities both within literacy and as part of assemblies and performances.
- Learning poetry by heart to recite.

French

We aim to deliver a high-quality Modern Foreign Language education (with the main focus on French) which engages and inspires pupils to develop a love of languages, different cultures and promotes intercultural understanding.

Our objectives are to enable the children to:

- Offer opportunities to take part in international projects, assemblies, presentations and competitions.
- Offer speaking, listening, writing and reading opportunities to express simple and complex ideas in a foreign language.
- Encourage children to improvise and engage in a range of linguistic activities in lessons, and beyond.
- Develop a clear understanding of language learning strategies, including a KS2-KS3 transition.

- Appreciate and enjoy a wide range of linguistic and intercultural games, songs and stories.
- Meet with guests from partner schools abroad and work corroboratively, as part of the school (and larger) community.

Geography

The geography curriculum at Burlington aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

- Geography is taught in a variety of effective learning contexts so that pupils can make informed connections between geographical features and processes and places.
- Geographical enquiry and skills: fieldwork, map work, critical thinking and the use of ICT are used to support achievement in geography. Fieldwork happens in all year groups, including a residential in Year 4.
- Pupils learn about diversity and difference in positive contexts such as multi-cultural week. Our school is inherently international, with over thirty three different first languages. We also have a sustained and mutually supportive link with St Peters School in Ghana and Escola Setelsis in Solsona, Spain.
- Geography plays a key role in developing pupils' global awareness. It helps pupils make sense of the world in which they live and to understand their role within a global society.

History

We aim to deliver a high-quality history education which engages and inspires pupils to develop a love of the subject and is consistent with our school philosophy.

Our objectives are to enable the children to:

- Experience history outside of the classroom through visitors, workshops and trips to places of historical significance.
- Give children a sense of their own identity within our social, political, cultural and economic background and relationships.
- Give children a chronological understanding of British history and the significant developments that have helped to shape our society today.
- Provide children with an understanding of worldwide history and how it has impacted on other societies and cultures, as well as our own.
- Develop and maintain a positive and enthusiastic attitude towards history work in school.

- Educate children about how history is used today and how careers can be formed from it.
- Make children aware of how we know about the past through the study of primary and secondary sources, artefacts, memories, etc.
- Encourage an attitude of enquiry and curiosity towards history.
- Help children to study life in the past through a range of engaging resources (video clips, art, literature, artefacts, drama, music, etc.)

Mathematics

We will provide a variety of rich, memorable experiences which will encourage the children to reach their full mathematical potential. We will promote a positive and confident attitude towards mathematics; leading pupils to see its relationship to other aspects of learning and life.

- Pupils will have the opportunity to use concrete objects and manipulatives to help them understand mathematics. They will then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems. With the foundations firmly laid, children will be able to move to an abstract approach using numbers and key concepts with confidence.
- Teachers will set and share individual targets with children and communicate these targets to parents. Teachers will mark and provide feedback to pupils. Children will be assessed against the age related expectations for their year group. Pupils will be supported or challenged depending on individual need.

Aims: Through our teaching of mathematics we aim to ensure pupils:

- develop fluency and efficiency with numbers, measures and calculations
- develop an increasing confidence in mathematical reasoning
- develop the ability to solve mathematical problems in a variety of contexts
- an understanding of mathematics through the process of inquiry, experiment, an appreciation of mathematical pattern and the ability to identify relationships
- develop the ability to read, understand, spell and use mathematical vocabulary meaningfully and confidently
- develop the pupils' ability to apply their knowledge to make decisions and solve problems in real-life and imagined situations, and to see how mathematics can describe many aspects of the world around them.

Information Technology and Calculators

Computers and calculators are integrated into the school's mathematics teaching. Computers are used to help with the practice and recall of facts. They are also used to support children's conceptual understanding. Pupils will be taught to use calculators appropriately once written and mental arithmetic is secure. Calculators will not be used as a substitute for solving simple problems where a mental or written strategy would be more efficient.

School / home links

Homework is set weekly. Children are given mathematical tasks to bring home or are set a computer based task. This is linked to the weekly plan or is to aid recall and application of an earlier topic. Children are required to regularly practice and recall specific facts, such as multiplication tables and number bonds.

Music

We aim to deliver a high-quality music education which engages and inspires pupils to develop a love of music. Our objectives are to enable the children to:

- Be provided with opportunities to take part in extra-curricular musical events such as singing at the Rose Theatre, carol singing, choir (supported by the work of the Voices Foundation in class) and orchestra.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Develop a clear understanding of the elements of music: pitch, duration, dynamics, tempo, timbre, texture and structure, as well as other key musical vocabulary.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation (upper KS2)
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Physical Education

Aims:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency, both in and outdoors.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising To develop the ability to work independently, and communicate with and respond positively towards others
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

Curriculum Planning:

Howzat cricket, Aegon tennis, Quiksticks Hockey plans are used to support Burlington's own weekly PE lessons. During Year 4, swimming is taught by the trained swimming instructors at the Malden Centre with each class receiving two blocks of a 10 week programme. Outdoor and Adventurous Activities are incorporated through residential trips that occur in Years 4 and 6 although activities are also planned at school for those children who do not attend.

Safe Practice:

All staff must receive training in the set up for the large hall apparatus from the PE Co-ordinator. All pupils must be taught how to handle and carry apparatus and resources appropriately.

Clothing for PE activities

All children are to be properly dressed in the school PE kit.
No jewellery, including watches or bracelets. Any religious jewellery worn at the discretion of the Headteacher.
Earrings must be removed. Long hair should be tied back.
Staff must wear suitable shoes for PE and appropriate clothing.

INDOOR – House t-shirt, blue shorts, plimsolls or bare feet. Bare feet only on apparatus due to safety issues.
OUTDOOR – House t-shirt, blue shorts or tracksuit trousers, socks and trainers, blue sweatshirt or tracksuit top.

Guidelines and safety issues/class organisation

1. Ensure you collect an outdoor class medical kit containing named asthma pumps and a walkie-talkie.
Regularly check your class allergy and medical list. A school two way radio handset must be taken to the field/arena.
2. Always incorporate a warm-up session. Allow children to lead warm-up and warm-down exercises – develop leadership skills.
3. Be prepared and get outdoor equipment ready before the lesson.
4. No running between equipment when in the hall. For safety reasons children should work quietly especially when using apparatus.

PSHE

Teaching and Learning

PSHE is taught through interactive learning where the views of all are respected. Discussion, debate, circle time and drama activities are used to develop inclusive, interactive learning and, therefore, implementing effective personal, social and health education.

We Aim to:

- promote the spiritual, moral, cultural, mental and physical development of our pupils at the school and prepare them for the opportunities, responsibilities and experiences of adult life
- promote a positive sense of the self
- promote good relationships with others
- promote good attitudes towards others and an understanding of differences between people and their viewpoints
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family
- equip pupils with knowledge about the world in which we live
- equip pupils with the skills and attitudes to engage successfully in the task of learning
- encourage reflection about beliefs, choices and values
- promote a healthy and safe lifestyle
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world

RE

Through RE, children will have a deeper understanding of world religions, preparing them well for life in modern Britain, where British values are upheld and where people live alongside others from different faiths and cultures with respect and tolerance. Aims for pupils:

- to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- to develop an understanding of the influences of beliefs, values and traditions of individuals, communities, societies and cultures;
- to develop the ability to form reasoned opinions leading to informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- to enhance their spiritual, moral, cultural and social development by
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them;
 - responding to such questions with references to the teachings and practices of religions, and to their understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- to develop positive attitudes towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

Purpose

- To help children to understand religious ideas and practices by ensuring that lessons are delivered using a variety of approaches e.g. observation of artefacts, drama, response to stories, discussion of photographs, pictures, posters and videos, etc.
- To challenge children's thinking in R.E., ensuring that learning opportunities reflect the following range of skills and processes: Investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.
- To encourage children to respect major festivals, talk about their own faiths and share artefacts.
- To use religious and secular stories, actual events and day to day occurrences to highlight fundamental questions of life.
- To help children to make informed judgements related to religious teaching and practice through open and frank discussion of current issues.

Science

Through a variety of science activities, we aim to encourage and stimulate the children to think scientifically about the world in which we live.

Insightful scientific thinking is developed through the following:

- The development of scientific enquiry skills, including the following:
 - identification through grouping and classifying

- observing over time
- pattern seeking
- researching using secondary sources of information
- performing comparative and fair tests.
- The consideration and discussion of higher order, open ended questions.
- Predicting, concluding and evaluating scientific investigations.
- Research topics, and record and communicate results using ICT.
- Children taking a leading role when exploring a topic.
- Encouraging children to choose appropriate scientific equipment and justifying their choices.
- The use of accurate scientific language to discuss and explain scientific phenomena.
- Ensuring a safe environment where children understand risks.
- The celebration of science in dedicated science days.
- Making links in science learning with the world around us.
- Exploring the outdoor environment.
- Trips and workshops based around science topics.

Written and agree by staff and Governors May 2017
Review May 2019

Appendix 1

Year 3	Autumn Term 1 st Half	2 nd Half	Spring Term 1 st Half	2 nd Half	Summer Term 1 st Half	2 nd Half
Topic	Pirates, New Malden	The Celts	Greece and Ancient Greece	Ancient Greece	The Rainforest	The Rainforest
Literacy	Autobiography, holiday recount, writing a setting, instructions, persuasive letter writing.	Shape poetry, recount, adventure story.	Persuasive leaflet, traditional tales, fables and editing	Myths and Legends, Playscripts.	Poetry, Explanation texts, Discussion texts, Newspaper reports.	Character description, Letter writing, Diary writing.
Key Texts	<i>The Pirates Next Door</i> , by Johnny Duddle	Celtic myths and legends.	Various fairy tales, including <i>Little Red Riding Hood</i> , <i>Cinderella</i> , etc. Various Fables, including <i>The Hare and the Tortoise</i> , <i>The Frog and the Scorpion</i> , etc.	<i>The Joke Machine</i> by Rod Hunt, <i>The Magic Key</i> by Rod Hunt, <i>The Twelve Tasks of Hercules</i> , various ancient Greek myths.	<i>The Banana Machine</i> , by Alexander McCall Smith, <i>Until I met Dudley</i> by Roger McGough	<i>Black Queen</i> by Michael Morpurgo, <i>The Chocolate Money Mystery</i> by Alexander McCall Smith, <i>Operation Gadgetman</i> by Malorie Blackman, <i>The Hodgeheg</i> by Dick King Smith
Maths	Coordinates, addition, subtraction, problem solving, shape.	Multiplication, division, time, data handling, mental maths.	Place value, money, fractions, length, mass, capacity.	Angles and shape, addition, subtraction, multiplication.	Fractions, perimeter and angles, data handling, division, multiplication and time.	Time, subtraction, area, mental maths.
Science	Lights and Shadows	Rocks and Soils	Magnets and Forces	Teeth and Healthy Eating	Plants	Plants
Computing	Databases	Animation	Scratch - programming	Scratch - programming	Networks and the internet	Excel and Logo
History	Pirates	Celtic Britain	Ancient Greece	Ancient Greece	N/A	N/A
Geography	Local area – New Malden		Greece and Europe	Greece	Where are the rainforests located? The Amazon	The Amazon

Art	Pirate portraits		Ancient Greek pots		Rainforest collage	
Design and Technology		Wooden picture frames		Greek dip making		Sewing Cushions
Music	Voices Foundation	Voices Foundation, Christmas performance	Voices Foundation	Voices Foundation/ Recorders	Voices Foundation/ Recorders	Voices Foundation, summer production
RE	Communities	Communities, religious celebrations.	Parables	The Easter Story	Creation Stories	Creation stories and faith research
PE	Hornpipe Dance and ball skills	Football and gymnastics	Hockey and gymnastics with equipment	Rugby and mythical dance	Athletics and Cricket	Tennis and Rounders
PSHE	New Beginnings	Getting on and falling out	Good to be me	Going for goals	Changes	Relationships
Cooking	Pirate Grog	Chocolate rocks	Chocolate biscuit making in maths.	Greek dips, Greek honey biscuits		Baking for the Queen's birthday picnic
Visits/Trips	Cottenham Park orienteering trip, walk around New Malden	Celtic Workshop	RE visitor from Insight New Malden Library	Natural History Museum for science workshop	New Malden Library	RHS Wisley Gardens
Outdoor Learning	Map reading trip to Cottenham Park, local community surveys	Celtic house making, Looking at shadows	Greek Day play performances Clue hunt for literacy	Angle hunt in maths	Footprint investigation - maths	Buddy Reading Picnic Fitness Week

Year 4 2016-2017	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Topic	Charlie and the Chocolate Factory	India + Chocolate	The Romans	The Romans	The Egyptians	The Egyptians
Literacy	Narrative writing Discussion text Persuasive letter	Grandpa Chatterji Winter poetry Non- Chron Reports Recounts/ letters	Character description, story writing, newspaper reports.	Explanation texts Narrative writing Forms of poetry	Narrative writing (Treasure) Newspaper reports Diary/ recounts	Recount writing (Sayers Croft) Performance poetry Narrative Visual literacy unit around Egyptians.
Key Stimuli	<i>Charlie and the Chocolate Factory</i> , by R Dahl. Clips from film.	<i>Grandpa Chatterji</i> - Jamila Gavin Clips from film.	Ottoline and the Yellow Cat	<i>Balaclava Boys</i> , By George Layton.	Clips from films and espresso.	Clips from films and espresso. Various modelled writing by teachers.
Maths	Addition Subtraction Multiplication Division 3D Shapes Nets	Place value Area & Perimeter Data Handling Symmetry Angles Fractions & Ratio	Multiples, factors, square numbers Rounding and estimation Shape Calculators Time	Measurement (cm/mm) Measuring distance/time Decimals Angles & distances Co-ordinates	Data handling Column addition and subtraction Multiplying and dividing larger numbers Fractions,	Fractions Water timers Area/perimeter/ symmetry/scale/ measurement/ Four operations
Science	States of Matter (Solids, liquids and gases)	Electricity	Animals including humans	Sound	Living things & their habitats	Revision & Investigations
Computing	Programming: Scratch Kodu E safety word	Geographical Animation: 2Animate	Blogging	Film-making including digital music movie making.	Movie Maker	Scratch
History			The Romans	The Romans	The Egyptians	The Egyptians
Geography	An introduction to Geography- Map reading	An introduction to Geography- Map reading		Roman take over		Modern Egypt
Art		Sketching/ rangoli patterns		Aqueduct making and sketching	Egyptian jewellery	
Design and Technology	Packaging and chocolate making		Roman Mosaics			Egyptian cartouches
Music	Voices Foundation Music project	Voices Foundation, Christmas performance	Voices Foundation Rose Theatre performance	Voices Foundation	Voices Foundation	Voices Foundation, summer production
RE	Hindu beliefs, festivals and worship	Understanding Christmas	Stories from other religions	Understanding Easter	Islam	Islam
PE	Hockey Swimming Dance	Football Swimming	Basketball Swimming	Rugby Swimming	Rounders Tennis Gymnastics Swimming	Cricket Athletics Dance Swimming
Cooking	Chocolate making		Clubs		Clubs	Pyramid pizza
Visits/Trips	Hindu temple visit/ visitor Kidzania – PHSE Geography field trip for ordinance survey mapping	New Malden Library visit Brands Museum -Art/DT Church_ Christmas	RE visitor from Insight Roman workshop Museum of London	New Malden Library visit St Albans	New Malden Library British museum visit	Sayers croft and non- Sayers croft activities
Outdoor Learning	Map reading and chocolate making survey	Local area map work	Visit to the pond to find minibeasts	Using string phones across the playground	Visit to the pond for pond dipping	Buddy Reading Fitness Week
PHSE	E-Safety Rules in the community (British Values 1) Circle time	P4C Setting personal targets and achieving goals Circle time	BV2 Getting On Circle time	BV 3 Change Circle time	BV4 P4C Circle time	Relationships and Loss Circle time

Year 5	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Topic	Space: To infinity and beyond	Dream destinations: Europe and North America study	Tudors – Henry and his six wives	Tudors – Explorers – Elizabeth 1 st	Aztecs	Coasts
Literacy	Dr Who stories Space letter writing Poetry	Writing for a younger audience Instructional writing	Report writing Tudor playscripts	Spooky stories Rime of the Ancient Mariner	Myths and Legends Aztec newspapers Debates Adventure story	Persuasive leaflet Character story Performance poetry
Key Texts	Macbeth Butterfly Lion My Friend Walter	Dancing Bear	. Macbeth Butterfly Lion My Friend Walter	Rime of the Ancient Mariner SHORT spooky stories	Visual - Thor	Visual - Holes
Maths	Place value Addition Subtraction Multiplication Division Problem solving	Fractions Percentages Decimals Area Perimeter Volume Nets	Fractions Data handling Shape Angles Problem solving Place value 4 operations	Fractions of shape Calculating fractions Data handling Line graphs Problem solving	Negative numbers Problem solving Roman numerals Measuring fitness Geometric shapes	Ratio Data handling Fraction multiplication Transformation Investigations
Science	Earth and Beyond	Gases all around us	Evaporation/ Condensation Reversible and irreversible changes The water cycle	Healthy living	Habitats Seed germination and dispersal	Revision Puberty
Computing	Spreadsheets	Databases	Scratch - programming	Flowl	Scratch - animation	Scratch – animation
History	Anglo Saxons		The Tudors	Tudor explorers	Aztecs	
Geography		Europe and North America study				Coasts
Art			Tudor portraits	Tudor portraits		Coasts collage
Design and Technology	Soft toy - alien	Making Ratatouille – Street Food			Clay Aztec sunstone	
Music	Listening Theme: My Favourite Piece of Music Singing, based on Voices Foundation Education Programme	Musical Vocabulary Composition activities Working towards Christmas Concerts	Listening Theme: Best of British Singing, based on Voices Foundation Education Programme	Composition activities Instruments of the Orchestra	Listening Theme: Music from Film, Theatre and Musicals Singing, based on Voices Foundation	Learning the National Anthem Composition activities Year 5 Leavers Assembly

					Education Programme Staff Notation knowledge and understanding	preparation
RE	Rules and guidelines for living	Birthing ceremonies Christmas – The impact of Jesus’ birth	Establishing the church of England Judaism	The Easter story and how Easter is celebrated	The old testament	Buddhism
PE	Hockey and Space dance	Football Gymnastics	Basketball Gymnastics - apparatus	Basketball Gymnastics- apparatus	Cricket Country dancing	Athletics Tennis
Cooking		Making ratatouille		Maths – weighing and measuring and cooking		Queen’s 90 th Birthday cooking
Visits/Trips	Quantum theatre Science Dome Science museum	Christmas tree festival at New Malden Methodist church St. James’ Christmas concert Insight - RE	STEM day at Coombe boys New Malden library	Kidzania Hampton court Palace Tudor Dress up day	Bible explorers Buddhist temple	Year 5 sleepover Lavender Hill court Microsociety speakers Activity day Raynes Park High New Malden library
Outdoor Learning	Measuring and marking shadows in Science				Using the pond and grounds for Science habitats	Maths – shape outdoor learning

Year 6	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Literacy	Crime - Newspaper reports Bermuda Triangle - balanced argument/letter Poetry - Macavity the Mystery Cat Visual literacy – War of the Worlds.	The Highwayman Poetry/persuasive letters. Street Child - Narrative fiction Playscripts – Christmas Carol.	Shakespeare – The Tempest Dragonology – non-chronological report.	Argument – Playscript Visual literacy – character description. Fairytales uncovered - persuasive writing.	School reports Poetry – confessional writing. Stories with a twist – short stories. Britain's Got Talent – TV review.	Letter of complaint. Visual literacy – mystery story.
Science	Classification of life.	Micro-organisms	Evolution and inheritance	Evolution and inheritance	Light	Electricity
Maths	Place value Reasoning Positive and negative numbers Four operations Dealing with decimals Inverse operations RUCSAC Estimating Rounding Angles	Number sequences Squaring numbers Prime numbers and factors Understanding shape 2D- and 3D shapes Fractions (four operations)	Reading graphs Interpret scales Converting measures Mean, mode, median Frequency tables, bar charts, line graphs and pie charts.	Multi-step word problems Inverse operations Compare readings on different scales Area and perimeter Regular and irregular shapes Mode, mean and median	Direct proportion (BASIC) Percentages Reasoning Investigations Data handling Frequency tables, bar charts, line graphs and pie charts.	Data handling Inverse Shape Fractions Investigations Multi-step calculations Four operations Percentages as a fraction
Computing	E-Safety	Scratch – drawing shapes	Comic life	Non-linear PowerPoints	Scratch – Making a computer game	Scratch – programming a times table quiz
History		Victorians	Victorians	The Kingdom of Benin		
Geography	Our local environment				Physical Geography	Physical Geography
Art	Graffiti	William Morris		Observation drawing of flowers		Perspective drawing
Design and Technology			Dragon puppets		Moving toys	
Music	Musical vocabulary Composition Listening: My favourite piece of music	Staff notation Singing	Instruments of the orchestra Staff notation	Singing Listening: British composers	Listening: Music from film, theatre and musicals. Composition	Year 6 production Staff notation
French	Weekly work on French speaking, listening and writing with specialist teacher.					

R.E.	Rules and Judaism	Christmas story	Religion in our community	Easter	Humanism	Projects on different religions
P.E.	Football/gymnastics	Tag rugby/ Victorian dance	Hockey/ Circuits	Gymnastics- apparatus/ Basketball	Athletics/Tennis	Rounders/ cricket
PSHE	Internet safety	Relationships education	Philosophy for children			Being secondary school ready
Visits and trips	Councillor's visit Coombe Boys' drama workshop Court room visit	Kelmscott House Library STEM day St James' Church	Globe theatre	British Museum	PGL (Liddington)	Natural History Museum Go Ape?
Outdoor learning	Local area walk Pond dipping	Classifying plants		Observation drawing of flowers	PGL (Liddington)	