



St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

| Year 1 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|------------------------------------|--|--|---|--|--|--|
| Concept and enquiry based question | Why are we here? | Where did it all go wrong? | How can we make a change? | What next? | How will we get to where we want to go? | Can we lead the way? |
| Whole School Spiritual Value | Friendship Liturgical calendar: Harvest | Respect Liturgical calendar: Advent Christmas | Wisdom Liturgical calendar: Epiphany | Forgiveness Liturgical calendar: Lent Passion narrative | Love Liturgical calendar: Easter (Resurrection narratives) | Courage Liturgical calendar: Pentecost Moving on |
| Topic Title | Carnival of the Animals | Keepsakes | London | Enchanted Forest | Travelling | Are we there yet? |
| English - Texts | One Day on Our Blue Planet...in the Savannah by Ella Bailey | Traction Man is Here by Mini Grey | The Lonely Beast by Chris Judge | Secret Sky Garden by Linda Sarah and Fiona Lumbers | The Snail and the Whale by Julia Donaldson | Man on the Moon: A day in the life of Bob by Simon Bartram |
| English – Poetry | 'Beware' by James Carter, from his collection 'I'm a Little Alien' (Frances Lincoln) | The magic box by Kit right | The Jellyfish' Michael Rosen | Here is the seed – John Foster | Come with me under the sea | Michael Rosen's poem 'Once' in his collection A Great Big Cuddle |
| Maths | The number system: place value Calculating: Addition and subtraction, partitioning, number bonds (10) Geometry: 2D shape Fractions: Fractions of shapes and fractions as numbers Calculating: Addition and subtraction (one-digit and two-digit numbers to 20) Solve problems involving addition and subtraction | | The number system: Whole numbers up to 100 Partitioning, place value, making connection. Measures- solve problems for length and height. Calculating: Addition and subtraction. Number bonds to 20. Bridging by partitioning. Calculating: Multiplication and division. Sharing and grouping. Multiplies of two, five and ten. Solving multiplication and division problems practically. Fractions: of shapes of shapes and quantities and fractions as numbers. Link to turns and time half hr Geometry: 2d and 3d shape | | The number system: Whole numbers up to 100. Counting in tens from any number Measures: mass/weight and capacity Calculating: Addition and subtraction. Missing number problems Subtraction – find the difference and take away. Calculating: Multiplication and division. Word problems using arrays. Measures: Time – weeks, days, months. Half hr and hr Consolidation | |
| RE | Christianity What responsibility has God given people | Christianity Why are saints important to Christians? | Christianity What are God's rules for living? | Christianity Why is Easter the most important festival for Christians? | Islam What does it mean to be a Muslim? | Christianity Why did Jesus tell stories? |





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| | <p>about taking care of the world?</p> <p>Christianity What responsibility has God given people about taking care of Christianity?</p> | <p>Christianity Why is each person important in the nativity story?</p> | <p>Judaism What is it like to live as a Jewish person?</p> | | | |
| Science | <p>Animals including humans</p> <ul style="list-style-type: none"> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | | <p>Seasonal Changes</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies | <p>Plants</p> <ul style="list-style-type: none"> -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 | <p>Everyday Materials</p> <ul style="list-style-type: none"> -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock -describe simple physical properties of variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties | |
| History | | Changes within living memory- What was life like for Grandma and Grandad? | | | Events beyond living memory that are significant nationally or globally (The first flight) Lives of significant individuals who have contributed to national and international achievements | |





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| | | Chronology – Sequence events in their own lives. Talk about the differences between their own lives and their grandparents. | | | Historical Understanding - Children can recall some facts about significant figures in History (Wright brothers, Amelia Earhart, William Robinson Clarke) Interpretation of History – Understand the difference between fact and fiction using stories to help. Begin to use different sources to find out about the past. | |
| Geography | My School, My Area Fieldwork – walk around the local area. Geographical Skills – recognise landmarks, and basic human and physical features | | The UK Field work – tour around London landmarks Locational knowledge – know the four countries of the UK and their capital cities. | The World Human and Physical Geography – use basic geographical vocabulary. Location Knowledge – name the 7 continents and 5 oceans. | | |
| Art | Observational Drawing – Sketching Portraits Artist: Pablo Picasso | | Patterns and Prints Colour Mixing Block Printing Artist: Paul Klee | | Texture and Collage Artist: Henri Matisse | |
| DT | Food Preparing Fruits and Vegetables | | | Structures Freestanding Structures Playground Design | | Mechanisms – Sliders and Levers |
| Music | Singing Sing simple songs and chants Harvest Songs Listening Western and Classical Composing | Singing Sing simple songs with a small range Christmas Songs Listening Traditional and Film Composing | Singing Pentatonic songs Listening Popular Music Composing Understand rhythm pattern and pitch pattern | Singing Call and response songs Easter Songs Listening Popular Music Composing | Singing Control pitch and accuracy Listening Musical Traditions Composing Use music technology | Singing Control pitch and accuracy Listening Musical Traditions Composing |





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| | <p>Improvise simple vocal chants</p> <p>Musicianship</p> <p>Walk or move to a steady beat</p> <p>Rhythm</p> <p>Perform short copycat rhythm</p> | <p>Create musical sound effects</p> <p>Musicianship</p> <p>Change the speed of a beat</p> <p>Rhythm</p> <p>Perform short repeating patterns</p> | <p>Musicianship</p> <p>Use body percussion</p> <p>Rhythm</p> <p>Perform word-pattern chants</p> | <p>Invent rhythm and pitch patterns</p> <p>Musicianship</p> <p>Respond to a pulse</p> <p>Pitch</p> <p>Local environment sounds</p> | <p>Musicianship</p> <p>Respond to a pulse</p> <p>Pitch</p> <p>Use low and high voices</p> | <p>Recognise how graphic notation can represent sound</p> <p>Musicianship</p> <p>Respond to a pulse</p> <p>Pitch</p> <p>Explore percussion sounds</p> |
| PSHE | <p>Being me in my world</p> <p><i>Special and Safe, My Class, Rights and Responsibilities, Rewards and Feeling Proud, Consequences, Owning Our Learning Charter</i></p> | <p>Celebrating Difference</p> <p><i>The Same as, Different From, What is Bullying, What do I do About Bullying, Making New Friends, Celebrating Difference, Celebrating Me</i></p> | <p>Dreams and Goals</p> <p><i>My Treasure Chest of Success, Steps to Goals, Achieving Together, Stretchy Learning, Overcoming Obstacles, Celebrating My Success</i></p> | <p>Healthy Me</p> <p><i>Being Healthy, Healthy Choices, Clean and Healthy, Medicine Safety, Road Safety, Happy Me, Healthy Me</i></p> | <p>Relationships</p> <p><i>Families, Making Friends, Greetings, People Who Help Us, Being My Own Best Friend, Celebrating My special Relationships</i></p> | <p>Changing Me</p> <p><i>Life Cycles, Changing Me, My Changing Body, Boy's and Girl's Bodies, Learning and Growing, Coping with Change</i></p> |
| PE | <p>Fundamental Skills</p> <p>Balancing, running, changing direction, jumping, hopping and skipping</p> <p>Ball Skills</p> <p>Throwing and catching, rolling, dribbling and kicking</p> | <p>Gymnastics</p> <p>Jumping, rolling And balancing.</p> <p>Target Games</p> <p>Developing aim using under arm and over arm</p> | <p>Invasion Games</p> <p>Sending and receiving. Understanding attack and defence</p> <p>Team Building</p> <p>Communication, problem-solving skills and teamwork.</p> | <p>Net and Wall</p> <p>Using a racket. Playing against an opponent over a net</p> <p>Dance</p> <p>Travelling actions, movement skills and balancing</p> | <p>Health & Fitness</p> <p>Understanding benefits of fitness and a healthy lifestyle</p> <p>Yoga</p> <p>Improve wellbeing by building strength, flexibility and balance</p> | <p>Athletics</p> <p>Develop skills required in athletic activities</p> <p>Sending & Receiving</p> <p>Throwing, catching and striking. Rounders' and Cricket</p> |
| Computing | <p>CONNECT – Digital Literacy Online Safety</p> <p>-Common Sense Media -Technology Around Us</p> | <p>COMMUNICATE</p> <p>IT – Digital Media – Create, Share, Respond</p> | <p>COMMUNICATE</p> <p>IT – Multimedia and Digital Writing</p> | <p>COLLECT</p> <p>IT- Data Data – Busy Things</p> | <p>COMMUNICATE</p> <p>IT- Communication & Collaboration Home Learning Platform Introduction</p> | <p>CODE</p> <p>Computer Science – Coding Beebots – Moving a Floor Robot Busy Things – Busy Code</p> |
| | | <p>Digital Painting and Digital Writing – Busy Things and JIT</p> | | | | |





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| Whole School Spiritual Value | Friendship Liturgical calendar: Harvest | Respect Liturgical calendar: Advent Christmas | Wisdom Liturgical calendar: Epiphany | Forgiveness Liturgical calendar: Lent Passion narrative | Love Liturgical calendar: Easter (Resurrection narratives) | Courage Liturgical calendar: Pentecost Moving on |
| Theme | Famous for more than 5 minutes | Tribute | Ready steady grow | Great Fire of London | Marvellous Medics | Beach collector |
| English - Texts | The Dark - Lemony Snicket | Rapunzel - Bethan Woodburn | The Jolly Postman – Janet & Allan Ahlberg | Vlad and the Great Fire of London – Kate Cunningham | The Magic Finger – Roald Dahl | The secret of Black Rock – Joe Stanton |
| English - Poetry | The Owl and the Pussy Cat by classic poem | The Moon by Robert Louis Stevenson Poppies for Remembrance by Moira Andrew | Dear Fairy Godmother by Michael Rosen Dear Mother Goose by Michael Rosen Revolting Rhymes Roald Dahl | Classic Children's Poem by London's Burning Buckingham Palace by AA Milne | Rumble in the Jungle by Giles Andreae | I think I'd Like a Pet by Ken Nesbitt |
| Maths | The number system: two digit numbers Calculating: addition and subtraction. Number bonds to 20. Fact families. Partitioning, number lines. Finding the difference- number lines- most chn should be drawing their own number line. Geometry: 2d and 3d shapes Fractions: quarters, half, three quarters and 1/3. Equivalence od 2/4 and 1/2 Geometry: Relate work done on halves and quarters to turns Measures: time – telling the time | | The number system: whole numbers to 100. Placing numbers on a number line. Place value, comparing numbers Calculating: Addition and subtraction. Efficient jumps on a number line, bridging 100. Inverse. Link to money. Statistics: construct charts and tables and interpret. Calculating: multiplication and division. Look for patterns and solve problems. Fractions: Write simple fractions, finding fractions of an amount | | The number system: showing different representation of numbers Measures: Scales on cylinders and weighing scales Calculating: Addition and subtraction. Review number bonds to 20 and use this for bonds to 100. Problem solving and using inverse. Calculating: Multiplication and division. Exploring odd and even numbers. Solving problems. Missing number problems. Measures: time – telling the time to five mins. Number of minutes in and hr and hrs in a day. Geometry: 3d shapes- nets | |





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| | <p>Calculating: multiplication and division- facts for 5 and 10 times tables. Arrays, missing number calculations Word problems. Statistics: pictograms, bar graphs interpreting.</p> | | <p>Measures: Money problems</p> | | | |
| RE | <p>Christianity Why did Jesus teach the Lord's prayer as the way to pray?</p> <p>Christianity Who is the Saint of Our School? / What's the Story of Our School Name?</p> | <p>Christianity Christmas: How does the symbol of light help us to understand the meaning of Christmas for Christians?</p> | <p>Judaism Why are they having a party?</p> | <p>Christianity What is the story of Noah really all about?</p> <p>Christianity How do Easter symbols help us to understand the meaning of Easter for Christians?</p> | <p>Islam How do the five pillars of Islam help a Muslim to show commitment to God Allah?</p> | <p>Christianity Why do Christians make and keep promises before God?</p> |
| Science | <p>Animals including Humans -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | | <p>Plants -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a sustainable temperature to grow and stay healthy</p> | | <p>Use of Every day Materials -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> | <p>Living things and their habitats – focus on sea life -explore and compare the differences between things that are living, dead and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats</p> |





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| | | | | | | -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food |
| History | <p><u>Queen Victoria and Queen Elizabeth</u> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and internal achievements, some should be used to compare aspects of daily life.</p> <p>Significant historical events, people and places in their own locality</p> | | | <p>Events beyond living memory</p> <p>Significant historical events</p> <p><u>The Great Fire of London</u></p> <p>Significant individuals</p> <p>- <u>Samuel Pepys</u></p> | | |
| Geography | | | <p>Africa – Ghana and Kenya</p> <p>Fieldwork – visit to Kew Gardens and local supermarket</p> <p>Location Knowledge – name and locate the 7 continents and</p> | | <p>Animals Around the World</p> <p>-Human and Physical Geography- locate hot and cold areas of the world in relation to the equator and the North and South pole.</p> <p>Geographical Skills – Use world map, atlases and globes to identify the UK, as well as other countries, continents and oceans.</p> | |





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| | | | 5 oceans on an atlas. Place Knowledge - physical and human geographical similarities and differences between the UK and Africa – Ghana and Kenya | | | |
| Art | Painting – Colour Mixing Artist: Claude Monet | Textiles Wax Resistant Artist: Wassily Kandinsky | | Sculpture -Andy Goldsworthy | | |
| DT | | | Food Preparing Fruit and Vegetables Sweet and Savory Salad | | Mechanisms – Wheels and Axis Make an Ambulance (link to Marvelous Medics theme) | Textiles – Templates and Joining Techniques Puppets |
| Music | Singing Sing songs regularly with a pitch range of do-so with increasing vocal control Harvest Songs Listening Western and Classical Composing Create music in response to a non-musical stimulus Musicianship Understand that the speed of the beat can change, creating a | Singing Sing songs regularly with a pitch range of do-so with increasing vocal control Christmas Songs Listening Traditional and Film Composing Create music in response to a non-musical stimulus Musicianship Mark the beat of a listening piece Rhythm | Singing Sing songs with a small pitch range, pitching accurately Listening Popular Music Composing play on untuned percussion, creating a musical conversation. Musicianship Walk in time to the beat of a piece of music or song Rhythm | Singing Sing songs with a small pitch range Ester Songs Listening Popular Music Composing play on untuned percussion, creating a musical conversation. Rhythm Create and perform their own chanted rhythm patterns Pitch Sing short phrases independently within a | Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) Listening Musical Traditions Composing Use graphic symbols, dot notation and stick notation Musicianship Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Pitch | Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) Listening Musical Traditions Composing Use graphic symbols, dot notation and stick notation Musicianship Identify the beat groupings in familiar music that they sing regularly and listen Pitch Explore percussion sounds |





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| | faster or slower pace (tempo) Rhythm Perform short copycat rhythm | Create rhythms using word phrases as a starting point | Read and respond to chanted rhythm patterns Pitch Play a range of singing games based on the cuckoo interval | singing game or short song | Use low and high voices | |
| PSHE | Being me in my world <i>Hopes and Fears, Rights and Responsibilities, Rewards and Consequences, Our Learning Charter, Owning Our Learning Charter</i> | Celebrating Difference <i>Boys and Girls, Boys and Girls, Why Does Bullying Happen, Stand Up For Myself and Others, Gender Diversity, Celebrating Differences and Still Being Friends</i> | Dreams and Goals <i>Goals to Success, My Learning Strengths, Learning With Others, A Group Challenge, Celebrating Our Achievements</i> | Healthy Me <i>Being Healthy, Being Relaxed, Medicine Safety, Healthy Eating, Happy, Healthy Me</i> | Relationships <i>Families, Keeping Safe, Friends and Conflict, Secrets, Trust and Appreciation, Celebrating My Special Relationships</i> | Changing Me <i>Life Cycles in Nature, Growing from Young to Old, The Changing Me. Boy's and Girl's Bodies, Assertiveness, Looking Ahead</i> |
| PE | Fundamentals Skills Balancing, running, changing direction, jumping, hopping and skipping Balls Skills Throwing and catching, rolling, dribbling and kicking | Gymnastics Jumping, rolling And balancing. Target Games Developing aim using under arm and over arm | Invasion Sending and receiving. Understanding attack and defence Team Building Communication, problem-solving skills and teamwork. | Net & Wall Using a racket. Playing against an opponent over a net Dance Travelling actions, movement skills and balancing | Health & Fitness Understanding benefits of fitness and a healthy lifestyle Yoga Improve wellbeing by building strength, flexibility and balance | Athletics Develop skills required in athletic activities Striking and Fielding Throwing, catching and striking. Rounders' and Cricket |
| Computing | CONNECT – Digital Literacy Online Safety -Common Sense Media -The Different Uses of Computers | COMMUNICATE IT – Digital Media – Create, Share, Respond Digital Photography | COMMUNICATE IT – Multimedia and Digital Writing J2 Write – Including Online Research and Typing Skills | COLLECT IT- Data Data – Pictograms | COMMUNICATE IT- Communication & Collaboration My Busy Things | CODE Computer Science – Coding JIT Turtle – Robot Algorithms Scratch Jnr – Sequencing Animations |





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| English - Texts | Pebble in my Pocket: A History of our Earth – Meredith Hooper Ug – Stone Age Boy – Raymond Briggs | Edward Tulane – Kate DiCamillo | Lob – Linda Newberry | Julius Zebra – Gary Northfield Roman Myths: The Mighty Hercules, Perseus and Medusa, Romulus and Remus | The Great Kapok Tree – A Tale of the Amazon Rainforest – Lynne Cherry | The Village that Vanished - Ann Grifalconi and Kadir Nelson African Tales - A Barefoot Collection by Gcina Mhlophe – The Great Hunter |
| English – Poetry | The Book – Michael Rosen | Sea Interludes' – Benjamin Brittene | Charles Causley – Green Man in the Garden | The Adventures of Isabel by Ogden Nash | 'For Forest' by Grace Nichols | On the Ning, Nang, Nong – Spike Milligan |
| Maths | The number system: whole number to 1000. PV of 3 digit numbers compare and order Calculating: addition and subtraction. Finding the difference with and without bridging. Number lines Add three digit numbers using expanded then compact columnar addition Use base 10, then place value counters and show expanded and compact. Then formal methods. Inverse and missing number. | | The number system: whole number to 1000. Find 10 and 100 more than a given number. PV of 3 digit numbers. Calculating: addition and subtraction. Add three digit numbers using expanded then compact columnar addition Subtract three digit numbers using expanded then compact columnar subtraction Recognise and use the inverse relationship between addition and subtraction and use this | | The number system: Whole numbers to 1,000 Compare and order numbers up to 1,000 – numbers in relation to each other Placing on a number line and finding nearest multiples of 10, 100 Calculating: addition and subtraction. Add and subtract three digit numbers using expanded then compact columnar addition. Add and subtract amounts of money to give change, using both £ and p in practical contexts. | |





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| | <p>Measures: Measure, compare, add and subtract lengths (m/cm/mm); Use rulers and meter rules, discussing the different units of measurement</p> <p>Geometry: Measure the perimeter of simple 2-D shapes.</p> <p>Fractions: What is a denominator? Work on understanding what the numerator is. Look at equivalence. Solve pictorial problems and very simple word problems involving fractions.</p> <p>Calculating: Multiplication and division. Recall and use multiplication and division facts for the 4x table investigate patterns with multiples of 4. Recall and use multiplication and division facts for the 8x table. Multiply two-digit numbers by one-digit numbers, using mental methods – grid method.</p> <p>Statistics: Interpret and present data using bar charts, pictograms and tables. Remember to keep bars separate from each other. Make a transition from pictograms to bar charts. Use different scales. Interpreting data.</p> | | <p>to check calculations and solve missing number problems</p> <p>Calculating: multiplication and division. Recall and use multiplication and division facts for the 3x table. Recall and use multiplication and division facts for the 6x table. Multiply two-digit numbers by one-digit numbers, using mental (grid method) and progressing to formal written methods.</p> <p>Fractions: Finding fractions of an amount (use bar models) Don't just teach a trick of dividing by the denominator and multiplying by the numerator!</p> <p>Geometry: Angles – turns and properties of shape. Physically turn, think about viewing a turn from above.</p> <p>Geometry: Draw 2d shapes and make 3d shapes using modelling materials.</p> | <p>Calculating: Multiplication and division solving problems. Use known times table facts but keep ensuring understanding is there, referring to arrays or bar models to show inverse relationships. Solve scaling problems (include word problems) e.g What is twice as long as 17cm? What is 3 times as long? Transition to more formal methods of multiplication</p> <p>Measures: Tell and write the time from: an analogue clock and 12-hour and 24-hour clocks; an analogue clock, including using Roman numerals from I to XII. Read time to nearest minute. Compare duration of time- using number lines</p> <p>Fractions: tenths. Add and subtract fractions with same denominator.</p> | | |
| RE | <p>Christianity What is the Bible's 'big story'?</p> <p>Why is Remembrance important?</p> | <p>Christianity Christmas: How does the season of Advent and the feast of Epiphany point towards the true meaning of Christmas?</p> | <p>Judaism What does it mean to be Jewish?</p> | <p>Christianity How do Christians believe following Jesus' new commandments and his greatest commandment make a difference?</p> <p>Christianity Who is the most important person in the Easter story?</p> | <p>Buddhism What is Buddhism?</p> | <p>Christianity Who is Jesus?</p> |





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| <p>Science</p> | <p>Rocks -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter</p> | | <p>Light Recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change</p> | <p>Animals including Humans -identify that animals, including humans, need the right types and amount of nutrition and they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> | <p>Plants -identify and describe the functions of different plants of flowering plants; roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> | <p>Forces and Magnets -compare how things move on different surfaces -notice that some forces need contact between two objects -observe how magnets attract and repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing</p> |
| <p>History</p> | <p>Stone Age to Iron age – food, weapons, homes Chronology – using dates relating to the passing of time. Sequencing events on a timeline. Historical Understanding – Identify reasons for their actions and the results of these. Historical Enquiry – Observe small details – artefacts and pictures.</p> | | <p>Roman Empire- How did the Romans affect life in Britain? Chronology – place the time studied on a timeline. Historical Understanding – compare their everyday life with</p> | | <p>A non-European society that provides contrasts with British history Benin (West Africa) c. AD 900-1300 Historical Enquiry – begin to use the library and internet for research. Select and record informative, relevant information.</p> | |





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Executive Head: Mrs Tonnie Read

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| | | | | everyday life in ancient civilisations. | | |
| | <p>Settlements and Land Use Field work – walk around London Geographical Skills – describe and understand key aspects of human geography such as economic activity including trade links and the distribution of natural resources</p> | | | <p>Volcanoes/Earthquakes Human and Physical Geography – understand climates zones, biomes and vegetation belts.</p> | <p>Why visit Rome for holiday? Location Knowledge – know the environmental regions, key physical and human characteristics, countries and capital city of a European country Place Knowledge - Begin to understand Geographical similarities and differences between where they live and the Mediterranean.</p> | |
| Art | | Printing – Cave Art | Drawing – Sketching Movement Artist: L S Lowry | | | Textiles – Sewing Binca Bookmarks |
| DT | Mechanical Systems – Leavers and linkages Moving Poster (links to stone age inventions) | | Food – Healthy and Varied Diet Food Origins (grown, caught, processed, reared -trying and grouping foods) | Structures – Shell Structures (Links to Roman Amphitheatre/Homes) | | |
| Music | <p>Singing Sing unison songs Harvest Songs Listening Western and Classical Composing Inventing short 'on-the-spot' responses using a limited note-range.</p> | <p>Singing Sing unison songs Christmas Songs Listening Traditional and Film Composing Inventing short 'on-the-spot' responses using a limited note-range.</p> | <p>Singing Perform actions confidently and in time to a range of action songs Listening Popular Music Composing Structure musical ideas Performing</p> | <p>Singing Perform actions confidently and in time to a range of action songs Easter Songs Listening Structure musical ideas Performing</p> | <p>Singing Walk, move or clap a steady beat with others Listening Musical Traditions Composing Combine known rhythmic notation with letter names Performing</p> | <p>Singing Perform as a choir Listening Musical Traditions Composing Compose song accompaniments on untuned percussion Performing</p> |





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| | Performing Develop facility in playing tuned instrument - recorder | Performing Use listening skills to correctly order phrases using dot notation | Individually (solo) copy stepwise melodic phrases with accuracy at different speeds | Introduce the stave, lines and spaces, and clef | Introduce and understand the differences between crotchets and paired quavers | Apply word chants to rhythms, understanding how to link each syllable to one musical note |
| PSHE | Being me in my world <i>Getting to Know Each Other, Our Nightmare School, Our Dream School, Rewards and Consequences, Our Learning Charter, Owing Our Learning Charter</i> | Celebrating Difference <i>Families, Family Conflict, Witness and Feelings, Witness and Solutions, Words That Harm, Celebrating Difference</i> | Dreams and Goals <i>My Dreams and Ambitions, A New Challenge, Our New Challenge, Overcoming Obstacles, Celebrating My Learning</i> | Healthy Me <i>Being Fit and Healthy, What Do I Know About Drugs, Being Safe, Safe or Unsure, My Amazing Body</i> | Relationships <i>Family Responsibilities, Friendships, Keeping Myself Safe Online, Being a Global Citizen 1, Being a Global Citizen 2, Celebrating My Web of Relationships</i> | Changing Me <i>How Babies Grow, Babies, Outside Body Changes, Inside Body Changes, Family Stereotypes, Looking Ahead</i> |
| PE | Fundamentals <i>Recap Fundamental skills, balancing, running, jumping, skipping</i> Ball Skills 3 / 4 <i>Exploring a variety of catching and throwing techniques</i> | Gymnastics <i>Improving the quality of previously learnt movements</i> Rounders <i>Throwing, catching and batting. Understanding scoring</i> | Dance <i>Creating dances individually, with a partner or in a small group</i> Football <i>Learning key skills and principles. Defending, attacking</i> Basketball <i>Learn skills to maintain possession</i> | Health & Fitness <i>Fitness challenges and recording. Understanding healthy options.</i> Swimming <i>Two week intensive course</i> Tag Rugby <i>Learning to keep possession</i> | OAA <i>Problem solving through a range of activities</i> Tennis <i>Key Skills required for tennis such as racket control, hitting</i> Netball <i>Perseverance when developing key skills and principles</i> | Athletics <i>Develop basic running, jumping and throwing techniques</i> Cricket <i>Striking and scoring.</i> |
| Languages | Greeting and Names Names Greetings Family | Numbers 0-12 Age Story – le navet enorme Numbers 13-20 | Favourite Playground Games Look At Me | Months Party Invitations Party Games Assessment | Body Parts Colours | Monsters My Monster Assessment |
| Computing | CONNECT – Digital Literacy Online Safety -Common Sense Media -Connecting Computers | COMMUNICATE IT – Digital Media – Create, Share, Respond J2 Animate | COMMUNICATE IT – Multimedia and Digital Writing Home Learning Platform Google Classroom Google Docs | COLLECT IT- Data Data and Information – Branching Database | COMMUNICATE IT- Communication & Collaboration Creating Media – Desktop Publishing and Blogging | CODE Computer Science – Coding Code.org Course B Sequencing with Scratch Animation |





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| Year 4 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|------------------------------------|--|---|--|--|--|--|
| Concept and enquiry based question | Why are we here? | Where did it all go wrong? | How can we make a change? | What next? | How will we get to where we want to go ? | Can we lead the way? |
| Whole School Spiritual Value | Friendship | Respect | Wisdom | Forgiveness | Love | Courage |
| | Liturgical calendar: Harvest | Liturgical calendar: Advent Christmas | Liturgical calendar: Epiphany | Liturgical calendar: Lent Passion narrative | Liturgical calendar: Easter (Resurrection narratives) | Liturgical calendar: Pentecost Moving on |
| English – Texts | The Boy at the Back of the Class by Onjali Q Rauf | Arthur and the Golden Rope by Joe Todd-Stanton | Belonging by Jeannie Baker Noah Barley water Runs Away by John Boyne | The Tin Forest by Helen Ward and Wayne Anderson | Journey to the River Sea by Eva Ibbotson | One Plastic Bag by Isatou Ceesay |
| English – Poetry | 'Lament for Syria' by 13 year old poet Amineh Abou Kerech, | The True Meaning of Christmas by Richelle E Goodrich Acrusti | George Szirtes poem, Winter Trees | Vibration Rap – Kathleen Carroll | Gran can you rap? – Jack Ousby | A Fresh Peach – Marilyn Loft |
| Maths | <p>The number system: Whole number to four digits. Read and write four digit numbers. Recognise PV. Compare and order. Find 100 more or less than a given number.</p> <p>Calculating: addition and subtraction. Add and subtract mentally- number lines. Subtract using informal mental methods – finding the difference- <u>using number lines</u>. Recap expanded method then add and subtract numbers with up to four digits using compact columnar method. Use inverse to check calculations.</p> <p>Statistics: Interpret and present discrete and continuous data using bar charts, time line graphs, pictograms and tables. Solve problems and interpret data.</p> <p>Fractions: Add and subtract fractions with the same denominator</p> | | <p>The number system: Decimal fractions. Round decimals with one decimal place to the nearest whole number. Placing on a number line Recognise that hundredths arise when dividing by 100 Count up and down in hundredths</p> <p>Calculating: addition and subtraction. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Inverse and missing number problems. Solve simple money problems</p> <p>Measures: time. Read Roman numerals to 100 (I to C)</p> | | <p>The number system: Decimal fractions Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to two decimal places. Partitioning two decimal place numbers into 1s, 0.1s and 0.01s then comparing them. Recognise and write decimal equivalents to 1/4, 1/2, 3/4.</p> <p>Calculating: addition and subtraction with measures. Solve simple measure problems involving fractions and decimals to two decimal places. Use word problems and the contexts of measuring length, mass and capacity to solve problems. solve addition and subtraction two-step problems in context</p> <p>Calculating: multiplication and division. Recall and use multiplication and division facts for multiplication</p> | |





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| <p>Calculating: Multiplication and division. Recall and use multiplication and division facts for multiplication tables up to 12 X 12. Assess which times tables children have the most difficulty in recalling rapidly. Repeat teaching and chanting of these. Make links with doubling and doubling where it is useful. Make links with properties of numbers. Use recall of multiplication and division facts and place value to multiply larger numbers mentally. $3 \times 7 = 21$ $30 \times 7 = 210$. Multiply two digit and three digit numbers by a one digit number using formal written layout (short multiplication). Measures: Estimate, compare and calculate different measures. Convert between different units of measure.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Calculating: Multiplication and division. As Autumn term recap facts to 12x12. Use recall of multiplication and division facts and place value to multiply larger numbers mentally. Multiply two digit and three digit numbers by a one digit number using formal written layout (short multiplication). Divide mentally (progressing to formal written method). Fractions: finding fractions of amounts. Show this pictorially with a bar model. Don't just teach a trick of dividing by the denominator and multiplying by the numerator! Geometry and measures: Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Identify acute, obtuse and right angles. Compare and classify geometric shapes including quadrilaterals and triangles (spend a few lessons on each group of shapes). Complete simple symmetrical figures in relation to a specific line of symmetry.</p> <p>tables up to 12 X 12. Use derived facts to divide mentally. Find the effect of dividing a one-/two- digit number by 10 & 100, identifying the value of digits in answer as ones, tenths & hundredths. Solve problems, including missing number problems. Use recall of multiplication and division facts and place value to multiply larger numbers mentally. Multiply two digit and three digit numbers by a one digit number using formal written layout (short multiplication). Divide mentally (progressing to formal written method). Fractions: Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Geometry: position and direction Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.</p> | | | | | | |
| RE | <p>Christianity How did belief in God affect the actions of people from the Old Testament?</p> <p>Christianity What are the beatitudes and what do they mean to Christians?</p> | <p>Christianity Is the Christmas message of peace still relevant in today's world?</p> | <p>Hinduism How do Hindu's worship?</p> | <p>Christianity Do faith and Christian faith go together?</p> <p>Christianity What is Holy Communion and how does it build a Christian community?</p> | <p>Hinduism What does it mean to be a Hindu?</p> | <p>Christianity Why is liturgy important to many Christians?</p> |





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| <p>Science</p> | <p>Animals including Humans -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identify producers, predators and prey</p> | <p>Sound -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases</p> | <p>Electricity -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors</p> | <p>States of Matter -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>Living Things and their Habitats -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things</p> | |
| <p>History</p> | <p>What was the impact of invasion on Britain? Anglo Saxons Chronology – Confidently sequence several</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | | | | <p>Ancient Egypt -What did the Ancient Egyptians achieve? Historical Enquiry – Use a range of</p> |





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| | events on timelines from the period studied using the language of BC and AD. | Historical Understanding – Use evidence to learn about life in the time taught Look for links between times studied. | | | | evidence to build up a picture of the past. Choose relevant material to understand on aspect of life. |
| Geography | | | | What do you see? Fieldwork in local area – describe and understand the changes that are happening over time to the local environment. | Breathtaking Brazil Ocean Biome – understand geographical similarities and differences Human and Physical geography – understand physical geography including climates zones, vegetation belts and biomes. | Exciting Egypt Desert Biome - understand geographical similarities and differences Geographical Skills – use maps, atlases, globes and digital computer mapping to locate countries and describe features |
| Art | | Mosaic and Collage – Stain Glassed Windows (Link to RE Christmas Unit) Artist: Antoni Gaudi | | | Painting Landscapes and Water – Observational Drawing Artist: William Turner | Sculpture – Ceramics (Links to Ancient Egypt) |
| DT | | Food – Healthy and varied diet – apply knowledge to make processed foods – make dips for a Viking feast | Electrical Systems – Simple Circuits and Switches Night Light (links to Belonging text) | | | Textiles – 2D and 3D Product Make a Purse (linked to One Plastic Bag) |





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| <p>Music</p> | <p>Singing Sing unison songs with the range of an octave Harvest Songs Listening Western and Classical Composing Improvise on a limited range of pitches on the instrument they are learning Performing Develop facility in the basic skills of a selected musical instrument over a sustained learning period Reading Notation Introduce and understand the differences between minims, crotchets, paired quavers and rests</p> | <p>Singing Sing unison songs with the range of an octave Christmas Songs Listening Traditional and Film Composing Begin to make compositional decisions about the overall structure of improvisations Performing Develop facility in the basic skills of a selected musical instrument over a sustained learning period Reading Notation Introduce and understand the differences between minims, crotchets, paired quavers and rests</p> | <p>Singing Sing rounds and partner songs in different time signatures Listening Popular Music Composing Combine known rhythmic notation with letter names to create short pentatonic phrases Performing Play and perform melodies following staff notation using a small range Reading Notation Read and perform pitch notation</p> | <p>Singing Sing rounds and partner songs in different time signatures Easter Songs Listening Popular Music Composing Arrange individual notation cards of known note values Performing Play and perform melodies following staff notation using a small range Reading Notation Read and perform pitch notation</p> | <p>Singing Sing rounds and partner songs in different time signatures Listening Musical Traditions Composing Explore developing knowledge of musical components Performing Perform in two or more parts from simple notation using instruments Pitch Notation perform simple rhythmic scores to a steady beat</p> | <p>Singing Perform as a choir Listening Musical Traditions Composing expand the scope and range of the sound palette available for composition work Performing Apply word chants to Copy short melodic phrases Pitch Notation perform simple rhythmic scores to a steady beat</p> |
| <p>PSHE</p> | <p>Being me in my world <i>Becoming a Class Team, Being a School Citizen, Rights, Responsibilities and Democracy, Rewards and Consequences, Our Learning Charter, Owing Our Learning Charter</i></p> | <p>Celebrating Difference <i>Judging by Appearances, Understanding Influences, Understanding Bullying, Problem-Solving, Special Me, Celebrating Difference</i></p> | <p>Dreams and Goals <i>Hopes and Dreams, Broken Dreams, Overcoming Disappointment, Creating New Dreams, Achieving Goals, We Did It</i></p> | <p>Healthy Me <i>My Friends and Me, Group Dynamics, Smoking, Alcohol, Healthy Friendships, Celebrating My Inner Strength and Assertiveness</i></p> | <p>Relationships <i>Jealousy, Love and Loss, Memories, Getting On and Falling Out, Girlfriends and Boyfriends, Celebrating My Relationships with People and Animals</i></p> | <p>Changing Me <i>Unique Me, Having a Baby, Girls and Puberty, Circles of Change, Accepting Change, Looking Ahead</i></p> |
| <p>PE</p> | <p>Fundamentals <i>Recap Fundamental skills, balancing, running, jumping, skipping</i> Ball Skills ¾</p> | <p>Gymnastics <i>Creating sequences, learning a wider range of movement</i> Swimming</p> | <p>Dance <i>Creating characters and narrative through movement</i> Football</p> | <p>Health & Fitness <i>Fitness challenges and recording. Understanding healthy options.</i> Tag Rugby</p> | <p>OAA <i>Problem solving through a range of activities</i> Tennis <i>Key Skills required for tennis such as racket control, hitting</i></p> | <p>Athletics <i>Develop basic running, jumping and throwing techniques</i> Cricket <i>Striking and scoring</i></p> |





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| | <i>Exploring a variety of catching and throwing techniques</i> | Two week intensive course Dodgeball <i>Improving key skills. Throwing, catching, dodging</i> | <i>Develop competencies in key skills</i> Basketball <i>Learn skills to maintain possession</i> | <i>Learning to keep possession</i> | Netball <i>Perseverance when developing key skills and principles</i> | |
| Languages | On the Way to School Where in the World is French Spoken? | On Our Travels Weather Dates Numbers 21-30 | Grandmere Denise L'argent de Pouche Likes and Dislikes C'est Combien? | Our Sporting Lives Diary of Activities Healthy Eating | The Four Friends Meet the Animals Meet the Animals Phonic Focus | Animal Sounds Animal Habitats Animal Descriptions |
| Computing | CONNECT – Digital Literacy Online Safety -Common Sense Media -Computing Systems and Networks The Internet | COMMUNICATE IT – Digital Media – Create, Share, Respond Creating Media – Audio Editing | COMMUNICATE IT – Multimedia and Digital Writing Google Slides | COLLECT IT- Data Data Logging NCCE | COMMUNICATE IT- Communication & Collaboration Google Sites | CODE Computer Science – Coding Multiple Scenes and Dialogue Repetition Scratch Shapes |





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| Year 5 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|------------------------------------|---|--|--|---|---|--|
| Concept and enquiry based question | Why are we here? | Where did it all go wrong? | How can we make a change? | What next? | How will we get to where we want to go? | Can we lead the way? |
| Whole School Spiritual Value | Friendship Liturgical calendar: Harvest | Respect Liturgical calendar: Advent Christmas | Wisdom Liturgical calendar: Epiphany | Forgiveness Liturgical calendar: Lent Passion narrative | Love Liturgical calendar: Easter (Resurrection narratives) | Courage Liturgical calendar: Pentecost Moving on |
| English - Texts | Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit Greek Myths: The Myth of the Minotaur | Floodland by Marcus Sedgwick Classic Plays: Shakespeare – Romeo and Juliette, Macbeth and The Tempest | The Other Side of Truth by Beverly Naidoo | Cosmic Disco Poems by Grace Nichols Cosmic by Frank Cottrell Boyce | Wolf Brother by Michelle Paver | Suffragette: The Battle for Equality by David Roberts |
| English – Poetry | The Ancient Games by Paul Perro | In Flanders Fields – Remembrance Day | Stopping by Woods on a Snowy Evening by Robert Frost | The Tyger By William Blake. | The Highwayman by Alfred Noyes The Raven by Edgar Allen Poe | The Quangle Wangle's Hat by Edward Lear. |
| Maths | The number system: Read and write numbers to at least 1,000,000. PV of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000- place on number lines. Recognise and use thousandths and relate them to tenths and hundredths Round decimals with two decimal places to the nearest whole number and to one decimal place Solve number and practical problems that involve all of the above. Calculating: addition and subtraction. Add and subtract numbers mentally with increasingly large | | The number system: Read, write, order and compare numbers with up to three decimal places. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Solve number and practical problems that involve all of the above. Solve empty box problems that rely on understanding of place value. Include problems with = and inequalities <> | | The number system: Read, write, order and compare numbers with up to three decimal places. Read and write decimal numbers as fractions e.g. 0.71 = 71/100 Solve problems which require knowing decimal and percentage equivalence. Solve problems involving numbers up to three decimal places. Calculating: all operations | |





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| | <p>numbers. Rounding to check answers. Inverse to check answers.</p> <p>Formal addition with numbers with more than four digits.</p> <p>Subtract numbers with more than four digit numbers using compact columnar subtraction.</p> <p>Problem solving – multistep problems.</p> <p>Measures: Subtract numbers with more than four digit numbers using compact columnar subtraction</p> <p>Estimate, compare and calculate different measures.</p> <p>Measure and calculate perimeter of composite rectilinear shapes in cm and m.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Calculating: Multiplication and division</p> <p>Identify multiples (common multiples) and factors. (factor pairs).</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Multiply numbers up to 4 digits by one digit (short multiplication) or two digits (long multiplication) using the formal written method.</p> <p>Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders.</p> <p>Fractions: Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other. Write mathematical statements >1 as a mixed number for example $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$</p> | <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Calculating: Multiplication and division</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes.</p> <p>Measures:</p> <p>Convert between different units of metric measure (for example, km and m; cm and m; g and kg, l and ml)</p> <p>Fractions: Recognise the per cent symbol and understand that % relates to 'number of parts per hundred'.</p> <p>Write percentages as a fraction with a denominator of 100 and as a decimal fraction.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of 10 or 25</p> <p>Calculating: Addition and subtraction- review Autumn term</p> <p>Measures: Solve problems involving converting between units of time.</p> <p>Solve problems involving measure (mass, length, and capacity).</p> <p>Geometry: Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Calculate and compare the area of rectangles (including squares) and use standard units, square cm and square m.</p> <p>Estimate the area of irregular shapes</p> | <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Solve two-step problems using all operations in contexts, deciding which operations and methods to use and why.</p> <p>Use all 4 operations to solve problems involving measure</p> <p>Geometry: Position & Direction</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles and measure them in degrees.</p> <p>Identify angles at a point and one whole turn; angles at a point on a straight line and a $\frac{1}{2}$ turn; other multiples of 90o</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.</p> <p>Fractions: Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Calculating: Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Statistics: Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables (and graphs)</p> |
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| | <p>Statistics: Interpret and present discrete and continuous data using bar charts, time line graphs, pictograms and tables. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> | | <p>Solve problems involving measure (area and volume) Estimate volume (for example using 1cm³ blocks to build cuboids including cubes or using water).</p> | | | |
| RE | <p>Christianity What do the miracles of Jesus teach?</p> <p>Christianity What can we learn from wisdom?</p> | <p>Christianity How do art and music convey Christmas?</p> | <p>Sikhism How did the first five Sikh Gurus shape Sikhism?</p> | <p>Christianity The contemporary Anglican Church</p> <p>Christianity What happens in church during Lent, Holy week and Easter Sunday?</p> | <p>Sikhism What does it mean to be a Sikh?</p> | <p>Thematic Unit Understanding faith in....</p> |
| Science | <p>Animals including Humans -describe the changes as humans develop to grow to old age</p> | <p>Forces -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> | <p>Living things and their habitats -describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals</p> | <p>Earth and Space -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon to the Earth -describe the sun, Earth and moon as approximately spherical bodies -understand the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> | <p>Properties & Changes to Materials -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets -know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including</p> | |





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|---------|---|--|--|--|---|--|
| | | | | | <p>through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda | |
| History | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Chronology – Begin to make links between different periods. Know and sequences a range</p> | | | | | <p>A local history study – The Victorians</p> <p>Major achievements of Victorian times:</p> <p>Historical Understanding – Identify causes and results of key events. Identify the impact on people.</p> |





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| | of key events of the time studied. Historical Understanding - Study different aspects of different groups – e.g. men and women/Athenians and Spartans | | | | | Compare how life changed from the beginning to the end of the time studied |
| Geography | | Rivers and the water cycle Human and Physical Geography – Identify physical geography including biomes, vegetation belts, rivers and the water cycle. Geographical Skills - be able to use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. | Brilliant Britain Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London and Surrey). Human and Physical Geography - Know about economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | | |
| Art | | | | Printing – Mono Printing Artist: Jean Michel Basquiat (Linked to the solar system) | Sculpture – Clay Tile Artist: Henri Rousseau (Links to Rainforest) | Sketching – 3D Perspective Artist: Paul Kenton City Scape Art (Links to Britain in the World) |
| DT | | Textiles – Combining Different Fabric Shapes Make a Cushion (Links to PSHE Celebrating Difference) | Food Celebrating Culture and Seasonality Langer Kitchen (Links to Sikhism) | Mechanical Systems – Pulley and Gears Moon Buggies (Links to Earth and Space) | | |





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|-------|--|---|--|--|--|---|
| Music | <p>Singing Sing a broad range of songs from an extended repertoire Harvest Songs</p> <p>Listening Western and Classical</p> <p>Composing Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Performing Play melodies on tuned percussion or melodic instruments</p> <p>Reading Notation understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> | <p>Singing Sing a broad range of songs from an extended repertoire Christmas Songs</p> <p>Listening Traditional and Film</p> <p>Composing Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Performing Play melodies on tuned percussion, melodic instruments</p> <p>Reading Notation understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> | <p>Singing Sing three-part rounds, partner songs, and songs with a verse and a chorus</p> <p>Listening Popular Music</p> <p>Composing Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape</p> <p>Performing Understand how triads are formed</p> <p>Reading Notation Understand the differences between time signatures</p> | <p>Singing Sing three-part rounds, partner songs, and songs with a verse and a chorus Easter Songs</p> <p>Listening Popular Music</p> <p>Composing Compose melodies made from pairs of phrases in either C major or A minor</p> <p>Reading Notation Read and perform pitch notation within an octave</p> | <p>Singing Perform a range of songs in school assemblies</p> <p>Listening Musical Traditions</p> <p>Composing Working in pairs, compose a short ternary piece</p> <p>Performing Perform simple, chordal accompaniments to familiar songs</p> <p>Pitch Notation Read and perform pitch notation within an octave</p> | <p>Singing Perform a range of songs in school assemblies</p> <p>Listening Musical Traditions</p> <p>Composing Use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Performing Develop the skill of playing by ear on tuned instruments</p> <p>Pitch Notation Read and play short rhythmic phrases at sight</p> |
| PSHE | <p>Being me in my world <i>My Year Ahead, Being a Citizen of My Country, Year 5 Responsibilities, Rewards and Consequences, Our Learning Charter, Owning Our Learning Charter</i></p> | <p>Celebrating Difference <i>Different Cultures, Racism, Rumours, Rumours and Name Calling, Types of Bullying, Does Money Matter? Celebrating Difference Across the World</i></p> | <p>Dreams and Goals <i>When I Grow Up, Investigate Jobs and Careers, My Dream Job, Dreams and Goals of Young People in Other Cultures</i></p> | <p>Healthy Me <i>Smoking, Alcohol, Emergency Aid, Body Image, My Relationship with Food, Healthy Me</i></p> | <p>Relationships <i>Recognising Me, Safety with Online Community, Being in an Online Community, Online Gaming, My Relationship with Technology, Screen Time, Relationships and Technology</i></p> | <p>Changing Me <i>Self and Body Image, Puberty for Girls, Puberty for Boys, Conception, Looking Ahead 1, Looking Ahead 2</i></p> |
| PE | <p>Dodgeball Dodging throwing and catching under pressure</p> <p>Fitness Record fitness challenges</p> | <p>Rounders Learning different roles and playing competitively</p> <p>Tag Rugby Understand key skills and principles. Working as a team</p> | <p>Dance Exploring different styles of dance</p> <p>Football Improve defending and attacking, Develop tactics</p> | <p>Badminton Developing skills to play continuous rallies</p> <p>Basket Ball</p> | <p>OAA Learn to navigate using a map. Teamwork, trust and problem solve</p> <p>Tennis Develop racket skills</p> | <p>Athletics Long distance, sprinting, relay, long jump, shot put and javelin</p> <p>Cricket</p> |





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| | | | | Improve possession in a competitive scenario | Swimming Two week intensive course | Striking to avoid fielders. Fielding to outwit opponents |
| Languages | Alphabet Places in the Locality Journey to School More Journey to School | Directions Celebrations Lunchtime Food Likes and Dislikes | Building Sentences Food for a Celebration Introducing the Planets Describing the Planets Distances from the Sun | Making Compound Sentences Preparing a Presentation Months and Seasons Weather and Seasons Joining a Poem | Seasonal Colours Conscience Alley Scene de Plage | Bringing a Picture to Life Writing Description Class Poem Individual Poem |
| Computing | CONNECT – Digital Literacy Online Safety -Common Sense Media -History of Computing | COMMUNICATE IT – Digital Media – Create, Share, Respond iMovie – Camera Angles, Frames and Editing | COMMUNICATE IT – Multimedia and Digital Writing Vector Drawing – Google Drawings | COLLECT IT- Data Data and Information J2E | COMMUNICATE IT- Communication & Collaboration Application of Skills – Dragons Den – Plan, Collaborate and Present | CODE Computer Science – Coding Selection in Quizzes Scratch-Variables in Games |





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| Year 6 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|------------------------------------|---|--|--|--|---|--|
| Concept and enquiry based question | Why are we here? | Where did it all go wrong? | How can we make a change? | What next? | How will we get to where we want to go? | Can we lead the way? |
| Whole School Spiritual Value | Friendship Liturgical calendar: Harvest | Respect Liturgical calendar: Advent Christmas | Wisdom Liturgical calendar: Epiphany | Forgiveness Liturgical calendar: Lent Passion narrative | Love Liturgical calendar: Easter (Resurrection narratives) | Courage Liturgical calendar: Pentecost Moving on |
| Theme | WW1/WW2 | NHS | Charity (India) | Charity (India) | Environment | Pioneers/Explorers |
| English - Texts | Good Night Mr Tom by Michelle Magorian | Pig Heart Boy by Malorie Blackman Poetry: Dark Sky Park Poetry Collection by Philip Gross | Keeping Corner by Kashmira Sheth | Jemmy Button by Jennifer Uman and Valerio Vidali Stone Girl, Bone Girl: The Story of Mary Anning by Laurence Anholt | Tales from the Caribbean retold by Trish Cooke | Ice Trap by Shackleton's Incredible Expedition by Meredith Hooper Play Script – Year 6 End of Year Performance |
| English – Poetry | The Jabberwocky by Lewis Carroll | McCavity/; The Mystery Cat by TS Elliot | Ozymandias by Percy Bysshe Shelley | 'Isn't My Name Magical?' by James Berry | The Way Through the Woods by Rudyard Kipling | End of Year Performance |
| Maths | The number system: Read and write numbers to at least 10,000,000 and determine the value of each digit Round any whole number to a required degree of accuracy Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers to 3 d.p. (the significance of each digit's position) Solve number and practical problems that involve all of the above. Calculating: large numbers. | | Algebra: Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of a combination of two variables Generate and describe linear sequences Describe positions on a full coordinate grid (all four quadrants) Measures: Solve problems involving the calculation and conversion of units of measure using decimal notation up to 3 d.p. where appropriate. Solve problems which require answers to be rounded to specified degrees of accuracy. | | Revision time table Problem Solving Finding starting points and working logically Solving visual problems Solving problems using reasoning and convincing Solving problems using conjecturing and generalising. | |





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| | <p>Multiply multi-digit numbers up to 4 digits by a two digit whole number using the formal written method</p> <p>Divide numbers up to 4 digits by a two digit number</p> <p>Use written division methods in cases where the answer has up to two dp.</p> <p>Solve problems. Use inverse to check</p> <p>Fractions as numbers: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Percentages : Solve problems involving the calculation of percentages [e.g. of measures, and such as 15% of 360] and the use of percentages for comparison</p> <p>Write percentages as a fraction with a denominator of 100 and as a decimal fraction.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{2}{5}$ $\frac{4}{5}$ and those fractions with a denominator of 10 or 25.</p> <p>Statistics: Interpret pie charts and use these to solve problems. Construct pie charts.</p> <p>Measures:</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 dp where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of</p> | <p>Geometry: Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes. Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Measures: Calculate, estimate and compare the volume of cubes and cuboids using standard units, including cubic centimetres and metres, and extending to other units [for example mm³ and km³]</p> <p>Fractions: Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$</p> <p>Measures: Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit and vice versa.</p> <p>Statistics:</p> <p>Calculate and interpret the mean as an average.</p> <p>Interpret line graphs and use these to solve problems.</p> <p>Construct line graphs.</p> | |
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| | <p>capacity, length, mass and volume using decimal notation. Algebra Use simple formulae Express missing number problems algebraically Convert between miles and kilometres Geometry: Draw 2-D shapes using given dimensions and angles – geometric construction. Circles</p> | | | | | |
| RE | <p>Christianity What might the journey of life and death look like from a Christian perspective?</p> <p>Christianity Should every Christian go on a pilgrimage?</p> | <p>Christianity How would Christians advertise Christmas to show what Christmas means today?</p> | <p>Buddism What does it mean to be a Buddhist?</p> | <p>Christianity What do the most monastic traditions with Christianity show us about living in community?</p> <p>Christianity How does the Christian festival of Easter offer Hope?</p> | <p>Christianity How has the Christian message survived over 2000 years?</p> | <p>Thematic Unit Who decides Version a or b?</p> |
| Science | | <p>Animals including Humans -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and</p> | <p>Light -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources</p> | <p>Evolution and Inheritance -recognise that living things have changes over time and that the fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and</p> | <p>All Living Things -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics</p> | <p>Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> |





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| | | water are transported within animals, including humans | to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | -use recognised symbols when representing a simple circuit in a diagram |
| History | <p>Can we justify war? WW2- e.g. How did WW2 shape the world? What impact Hitler's dictator ship have on Britain? Chronology – explain links between periods of history. Sequence many events on a time line. Historical Understanding – choose reliable sources of evidence to find out about the beliefs and behaviours of people. Interpretations of History - Be able to identify fact, opinion, propaganda, and misinformation.</p> | <p>Health and social care changes over time- A local history study</p> <p>Historical Enquiry - Investigate own lines of enquiry by posing their own question to answer with increasing confidence. Historical Understanding - Choose reliable sources of evidence to find out about the beliefs and behaviours of people. Compare the beliefs and behaviours with another time studied Consider alternative explanations for past events</p> | | | | |





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| Geography | | | <p>Mountains</p> <p>Human and Physical Geography – Identify physical geography such as mountains, mountain ranges and types of mountains.</p> <p>Geographical Skills - Use four and six figure grid references to locate various places on a map.</p> | | <p>Resources and sustainability</p> <p>Human and physical Geography - know about the distribution of natural resources including energy, food and minerals.</p> | <p>Voyage of Discovery - Antarctic Location Knowledge</p> <p>- be able to: identify the position and significance of latitude and longitude. They will be able to describe where the Equator is and where the Northern Hemisphere and Southern Hemisphere are in relation to it. Explain where Tropics of Cancer and Capricorn are in addition to the Arctic and Antarctic Circle. They will know where Prime/Greenwich Meridian line is and how and time zones are calculated - including day and night.</p> |
| Art | <p>Texture and Collage – Landscape Collage</p> <p>Artist: Megan Coyle (Links to Goodnight Mr Tom/WW2)</p> | | | <p>Observational Sketches – Still Life</p> <p>Artist: Georgia O'Keefe (Links to Mountains)</p> | <p>Textiles – Quilting Block Quilting (Links to Resourcing and Sustainability/ Relationships in PSHE)</p> | |
| DT | | | <p>Food Celebrating Cultures and Seasonality</p> | <p>Structures – Frame Structures</p> <p>Artist: Benjamin Baker</p> | | <p>Electrical Systems – More Complex Switches and Circuits</p> |





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| | | | (Links to Keeping Corner) | (Links to Seans of Splendar – Divali Sotry Bridge from India to Sri Lanka) | | |
|--------------|--|---|---|---|--|---|
| Music | <p>Singing Sing songs, including those that involve syncopated rhythms Harvest Songs Listening Western and Classical Composing Create music with multiple sections Performing Play a melody following staff notation Reading Notation understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> | <p>Singing Sing songs, including those that involve syncopated rhythms Christmas Songs Listening Traditional and Film Composing Create music with multiple sections Performing Play a melody following staff notation Reading Notation understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> | <p>Singing Continue to sing three- and four-part rounds Listening Popular Music Composing Use chord changes as part of an improvised sequence Performing Accompany this same melody, and others, using block chords or a bass line Reading Notation develop the skills to read and perform pitch notation within an octave</p> | <p>Singing Continue to sing three- and four-part rounds Listening Popular Music Composing Use chord changes as part of an improvised sequence Performing Accompany this same melody, and others, using block chords or a bass line Reading Notation develop the skills to read and perform pitch notation within an octave</p> | <p>Singing Perform a range of songs as a choir in school assemblies Listening Musical Traditions Composing Extend improvised melodies beyond 8 beats over a fixed groove Performing Engage with others through ensemble playing Reading Notation Read and play confidently from rhythm notation cards and scores</p> | <p>Singing Perform a range of songs as a choir in school assemblies Listening Musical Traditions Composing Extend improvised melodies beyond 8 beats over a fixed groove Performing Engage with others through ensemble playing Reading Notation Read and play from notation a four-bar phrase</p> |
| PSHE | <p>Being me in my world <i>My Year Ahead, Being a Global Citizen 1, Being a Global Citizen 2, The Learning Charter, Our Learning Charter, Owning our Learning Charter</i></p> | <p>Celebrating Difference <i>Am I Normal, Understanding Difference, Power Struggles, Why Bully, Admiration Accolades,</i></p> | <p>Dreams and Goals <i>Personal Learning Goals, Steps to Success, My Dream World, Helping to Make a Difference, Fundraising Event, Recognising Our Achievements</i></p> | <p>Healthy Me <i>Take Responsibility for My Health and Well-Being, Drugs, Exploitation, Gangs, Emotional and Mental Health, Managing Stress and Pressure</i></p> | <p>Relationships <i>What is Mental Health? My Mental Health, Love and Loss, Power and Control, Being Online :Real or Fake? Safe or Unsafe? Using Technology Responsibly</i></p> | <p>Changing Me <i>My Self Image, Puberty, Babies: Conception to Birth, Boyfriends and Girlfriends, Real Self/Ideal Self, The Year Ahead</i></p> |
| PE | <p>Fitness Record fitness challenges Swimming Two week intensive course</p> | <p>Rounders Learning different roles and playing competitively Tag Rugby</p> | <p>Dance Developing ideas into choreography Football</p> | <p>Badminton Developing skills to play continuous rallies Basketball</p> | <p>OAA Learn to navigate using a map. Teamwork, trust and problem solve Tennis</p> | <p>Athletics Running, Jumping and throwing to compete Cricket</p> |





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| | | Understand key skills and principles. Working as a team and evaluating our performances | Improve defending and attacking, Develop tactics | Improve possession in a competitive scenario | Develop racket skills | Striking to avoid fielders. Fielding to outwit opponents |
| Languages | What's the Time? French Schools Places in Our School | Tour of Our School Time on the ¼ Hour School Times and Subjects School Timetable | Places in Town Places in Town Sentence Building | Then and Now Find the Difference | A Guide for Tourists Café Conundrum The Café Song | Regional Food Choosing and Ice-Cream Monter un Cafe |
| Computing | CONNECT – Digital Literacy Online Safety -Common Sense Media Computing System and Networks | COMMUNICATE IT – Digital Media – Create, Share, Respond Creating Media – 3D Modelling - Tinkercard | COMMUNICATE IT – Multimedia and Digital Writing Intro to Python Code Combat | COLLECT IT- Data Data Information – Flat-file Databases | COMMUNICATE IT- Communication & Collaboration Application of Skills – Dragons Den – Plan, Collaborate and Present | CODE Computer Science – Coding Scratch – Variables in Games Sensing – Micro Bit – Step Counter |

