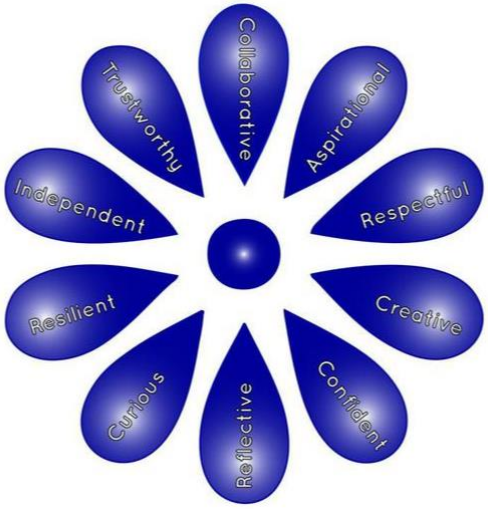
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum & Assessment Framework

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



Above all else, we strive to ensure that every child has a true sense of belonging and a voice to make a real difference.

"Your education should help you use and develop your talents and abilities."

UN Convention on the Rights of the Child

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We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

Above all else, we promise to celebrate all of your achievements no matter how big or small!

At Hallfield, our curriculum has been designed with the children, the communities and the context in mind. The curriculum design process is continuous and cyclical, employing the reflections of teachers, parents and children. This is all underpinned by the values we as a school community share. These are:

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- **Kindness**
- **Mutual respect**
- **Heritage**
- **Sense of community**
- **The importance of relationships**
- **Self-worth and self-awareness**
- **Learning and individual achievement**

These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

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Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. ***Competition and sportsmanship develop confidence and allow children to learn the value of team work.***

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

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Year 5

Speaking and Listening	**Children are taught to use speaking and listening skills across all subjects** **Communicating the Curriculum guidance statements** **Programme of Study statements** 1.Listen to complex information and identify key elements and make relevant, related comment Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said. 2. Use follow up questions linked to answers that have just been given Ask a clarification question that requires the speaker to elaborate on what they have said 3. 3. Incorporate topic vocabulary into their written and spoken work 4. Able to use complex sentences and link by meaning to present ideas logically 5. Include a subplot in telling stories and recalling events before resolving the main storyline Present a point of view using persuasive language Use complex sentences and conjunctions to link ideas together in order to present ideas logically 6. Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing 7. Able to use complex sentences and to present ideas logically Able to use language to persuade 8. Produce speech that is consistently clear and easy to understand Able to say words of any length with accuracy Secure phonological awareness skills Use appropriately different words and phrases, from how people in that area normally talk, and standard English 9. Able to take turns, listening carefully to others and politely agreeing or disagreeing with them Able to present a point of view by presenting evidence and using persuasive language with familiar topics 10. Realise when the listener doesn't fully understand and try to help them Is able to use humour effectively 11. Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said 12. Use appropriately different words and phrases, from how people in that area normally talk, and standard English

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	**Human achievement: Star gazers**	**Human achievement: Progress**	**Greece: modern day**	**Greece: the ancient world**	**Active planet: how our world was shaped**	**Active planet: Natural disasters**
Key question	What was the mot important event in space exploration?	Is progress always good?	Would you recommend Greece for a holiday?		What makes the Grand Canyon a natural wonder of the world?	How active is our planet?
Outcome	Through the Science curriculum, children learn about our solar system, building an understanding of what is known and how we came to know about it, identifying the significance of such achievements. They examine the historical and geographical contexts discoveries and progress occurred in to increase their chronological understanding post 1066 and their understanding of	Children continue to learn about human progress by examining industrial revolution in the UK identifying the geographical and historical impact, including locally. They build their understanding of the British Isles and how the topography, human and physical features, has changed over time. They focus particularly on the impact of such changes on men, women and children from different	Children identify the location of Greece and its human and physical features, comparing this to the UK through topography and climate. They look at a specific tourist area to deepen their understanding of different types of maps and their purposes and of the features and impact of tourism.	Children learn about the cultural and political achievements of Ancient Greece, including democracy, military history and cultural history and the legacy and its impact on the present day in the UK. They compare the lives of different groups of people during the classical period particularly through these themes.	Building on learning in LKS2 around mountains and rivers, children learn about the landscape of relevant parts of north and south America. Through this study they describe physical processes that shape the landscape of our planet over time by examining examples such as the Grand Canyon.	Children use their understanding of physical processes to explain the causes and consequences of natural disasters. They describe and compare the impact of natural disasters through a comparison of different events, periods and places.

	concepts such as longitude and latitude.	backgrounds, making links to the present day as well as situating this period within those studied in lower key stage 2.				
Geography Prior learning	Children can identify the equator, tropics of Cancer and Capricorn and discuss the climates in relation to these Children can describe different climate zones and the biomes related to these Children can use an atlas and read maps with symbols as a key for human and physical features and are beginning to understand other markings such as contour for land height Children understand some human geography including settlements, trade and industry including a beginning understanding of the location and significance of natural resources					
Geography	Children build on their understanding of longitude as the equator and tropics of Cancer and Capricorn to identify lines of longitude and latitude. They then use this to aid their understanding of time zones and deepen their knowledge of location of different parts of the world they are learning about including Russia and the US.	Children look at the landscape of modern Britain building on their work in KS1 and understanding of settlements in LKS2. This includes population density and physical and human features such as types of roads, rivers, canals, rail networks. They build their map reading skills including through use of media	Children look at the location of Greece in relation to the rest of the world, using their knowledge of keys and climate zones to build a picture of the country's human and physical features. They investigate a specific tourist location through much more detailed maps, google earth and google maps with different	Children continue to look at locations and maps as they investigate the ancient Greek world and its different tribes and communities, practising their map reading skills and locational knowledge and vocabulary.	Children build on their knowledge of mountains and rivers from LKS2 to describe the impact of physical processes over time related to tectonic plates and the structure of the earth. They look in detail at the landscape of North America and in particular the region of the Grand Canyon. They learn	Children examine the causes and consequences of natural disasters such as the San Fransisco earthquake 1906, Mexico city 1985, S.E Asia Tsunami 2005, identifying relevant contextual factors such as population density and economic and historical differences. They make proposals or hypotheses based on their knowledge of physical processes

		(digimaps and google earth) to improve this knowledge from LKS2. This sets the scene for modern Britain and how this has changed over time, particularly since the 18th Century. They make comparisons using map reading skills and an understanding of push and pull factors from their work in LKS2 such as the Vikings (e.g. fertile land, farming and industry)	layers. They begin to use data such as population, average temperatures / rainfall. They compare different maps, giving opinions of the different uses of each such as deciding where to build a hotel for tourism. They give opinions on whether tourism is good for the local area, considering the environmental and economic impact and compare it to their own local area.		how this has formed over time. BBC One - Time Machine, The World Shaped by Time, How the Grand Canyon formed	particularly natural disasters and attempt to draw conclusions about life there through research and applying their knowledge.
	Investigating places • Locate the world's countries, using maps to focus on **Europe** (including the location of Russia) and **North and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time • Use a range of geographical resources to give detailed descriptions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local areas, recording results in different ways. • Analyse and give views on the effectiveness of different geographical representations of a location. Investigate patterns					

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- Identify the position and significance of **latitude, longitude**, **the Prime/Greenwich Meridian and time zones** (including day and night), making links to prior learning around the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Greece) and a region within North or South America
- Describe how countries and geographical regions are interconnected.
- Describe how locations across the world are changing and explain some of the reasons for change

<u>Communicating geographically</u>

- describe and understand key aspects of:

physical geography, including: climate zones, physical processes, natural disasters
human geography, including: types of settlement and land use, economic activity including trade links, tourism

- use six-figure grid references, symbols and keys (including the use of Ordnance Survey maps), google maps, google earth to explain their knowledge of the United Kingdom and the wider world
- begin to give opinions about different maps and their uses

<u>Geographical skills and fieldwork</u>

- use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies
- collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes
- begin to understand height / slope in field work and relate to maps and photographs (contours)

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<tr><td>Geography vocabulary</td><td>Longitude, latitude, equator, tropic of cancer, tropic of Capricorn, time zones, time difference, coordinates,</td><td>Industrial, agricultural, city, textile, economic activity, Victorian, Canal, large scale, small scale, infrastructure, common land,</td><td>Land locked, border, mountainous, coast line, Mediterranean, alpine, temperate, Wold heritage site, currency, economy,</td><td>Community, tribe, state, settlement, border</td><td>fault line, tectonic plate, language around biomes from YEAR 3 / 4 (e.g. desert), state, kilometres, miles, canyon, erosion, flash floods, scale,</td><td>Convergent, divergent, transform, epicentre, fault line, tectonic plate, earthquake, natural disaster, volcano, ring of fire, magma, high income / low income</td></tr>
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	degrees, Prime meridian, Russia, North America, parallel, navigate, Russia, United States of America	reform, urbanisation, urban, cottage industry, natural resources, population density, key, symbol, rural, urban, slavery	average temperature, tourism, tourist sector, export, economy, line graph, pollution, seasonal,		white water, carve, North America, South America, season, time zones, bedrock	areas, crust, surface, earthquake, tsunami, impact, epicentre, magnitude, aftershock, main shock, Richter scale, seismic / seismograph KS2 Descriptive Word Mat: Extreme Earth - Natural Disasters (twinkl.co.uk)
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History prior knowledge	Children can recall and organise periods in British and world history including Stone Age to Iron Age, Anglo Saxons and Vikings, Early Islamic civilisation, specifically Baghdad circa 900AD and the lives if individuals such as Mary Seacole. Children have some language to describe chronology including BCE, ACE, period, era, ancient etc Children can talk about the importance of using different sources, identifying primary and secondary sources and how some may demonstrate a one sided view. They have some very basic understanding of how historical events and the past differed for different groups e.g. men, women and children Children can talk about what life was like in the past and understand the importance of some discoveries or inventions on these lives.					
History	Children examine inventions and discoveries throughout history and across the world that have led to our understanding of the solar system and the technological achievements that have helped us explore space. This includes:	Children learn about technological change and the economic and social changes of the industrial revolution via simple causes and consequences (children revisit this In KS3 in detail). This includes the impact on men, women and children of different economic backgrounds and	Children look at Ancient Greece, focusing particularly on the classical period. They complete a study of Ancient Greek life and achievements and their influence on the Western World including: •Greek art and philosophy and its legacy in the present day. •The beginnings of democracy and its influence today •Greek and Spartan culture and life looking at different groups of people in this period and how their experiences differed. •How the Olympics have changed over time		Children build their understanding of how technology has developed in our understanding of natural disasters and physical processes. They compare the impact of significant events from the past including the San Francisco earthquake 1906, and Mexico city 1984. They use their knowledge of more complex map reading to consider the impact via population density, economic development and the historical period in which these events happened that influences the responses and preparations to such disastors (i.e. tools for prediction, measurement, tracking and also knowledge of infrastructure)	

	as early astronomy in Baghdad (employing children's knowledge of early Islamic civilisation from LKS2), the invention of the telescope, the space race between Russia and US. Through learning these facts, they build an improving understanding of chronology and the historical contexts in which the discoveries were made. By identifying characteristics of the past they find and evaluate evidence to justify claims about the impact of different inventions.	changes to the landscape of the UK. They make links to the their learning around trade in LKS2 and the relationship to slavery. This extends their knowledge of British history beyond 1066. They deepen their understanding of the term 'rapid progress' by also comparing this period to other familiar periods of time in the UK with less rapid growth (Stone Age to Iron Age and Anglo Saxons and Vikings). They extend past this era in their comparisons by looking at more recent technological development such as the internet.	They give opinions of these cultural and political influences and present their findings in relation to British history and world history. They also consider how we know about the past and give opinions about what makes a good source such as looking at the accounts of the Greco – Persian wars by Herodotus, deepening their understanding of how we learn about the past with accuracy by building on the study of one sided accounts in the Viking invasion of the UK and the diary of Samuel Pepys from KS1.	
	<u>Investigate and interpret the past</u> • Use sources of evidence to deduce information about the past giving reasons • Select suitable sources of evidence, giving reasons for choices • Seek out and analyse a wide range of evidence to justify claims about the past			

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Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied (Space race – link back to Viking invasion and monks' records, Copernicus and Galileo and religious context)
Understand that no single source of evidence gives the full answer to questions about the past

<u>Build an overview of world history</u>

Identify historically significant events and people (Moon landing, Helen Sharman, Newton, Galileo and Copernicus, natural disasters)
Give a broad overview of life in Britain and some major events from the rest of the world (technology in Britain include time periods studies e.g. stone age, Romans, Tudors, Vikings. Saxons with more recent dates eg moon landing)
Identify continuity and change in the history of the locality of the school
Compare this time studied with other areas of interest around the world (Ancient Egypt, Mesopotamia)
Describe the social, ethnic, cultural or religious diversity past society
Describe the characteristic features of the past including beliefs, ideas, attitudes and experiences of men, women and children

<u>Understand chronology</u>

Describe main changes in a period of history using terms such as social, religious, political, technological and cultural
Identify periods of rapid change in history and contrast with times of relatively little change
Understand continuity and change over time representing them with evidence on a time line
Use dates and terms accurately to describe events

<u>Communicate historically</u>

Use original ways to represent the past
Use literacy, numeracy and computing skills to a high standard to communicate historical information.
Use appropriate vocabulary, including social, economic, political, migration, industrial, agriculture

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<tr><td>History Vocabulary</td><td>religious, political conflict, propaganda, bias</td><td>Reform act, revolution, social change, economic change, century, era, cheap labour, small scale, large scale, transition, steam train, infrastructure,</td><td>Ancient, political, classical, primary, secondary, Persian Empire, Battle of Marathon, society, social structure, democracy, monarchy, law, first-hand account, race, racial, civilisation</td><td>Children should be confidently using dates and language around social, cultural and economic contexts for events as learned across KS2 so far.</td></tr>
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		education act, peasantry			
Science	**Teachers use 'Developing Experts' to plan and deliver beyond the science curriculum.**				
	Earth and Space • Explore the solar system and its planets. • Understand the heliocentric moel of the solar system • Explain the Earth's movement in space • Explain the Earth's rotation and day and night • Explain the movement of the moon • Design a planet using our knowledge	**Forces** • Explore gravity and the work of Isaac Newton • Examine the connection between air resistance and parachutes • Explore factors which affect an object's ability to resist water • Investigate the effects of friction on different surfaces • Investigate levers and pulleys as mechanisms • Investigate gears	**Properties and changes of materials** • Explore properties of materials • Explore thermal insulators and conductors • Explore the hardness of materials • Discover materials that are soluble in water • Investigate the solubility of materials • Explore how mixtures can be separated by sieving, filtering, magnets or evaporating • Use evaporation to recover the solute from the solution • Recognise and describe reversible change • Observe chemical reactions and describe how we know new materials are made • Investigate rusting reactions • Investigate burning reactions	**Living things and their habitats** • Understand the life processes of a plant • Understand the life cycles of mammals • Compare the life cycles of insects and amphibians • Understand the lifecycle of birds and reptiles • Know about the life and work of Jane Goodall and David Attenborough • Research and present the life cycle of a creature	**Animals including humans** • Identify the key stages of a mammal's life cycle • Explore the gestation period of a mammal • Learn about foetal development • Investigate the handspan of different aged children • Learn about changes experienced in puberty • Describe the changes humans might experience in old age

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Enquiry and investigation categories to be covered	Model making Comparing and classifying Researching Making observations	Fair testing Model making Pattern seeking	Grouping and classifying Fair testing Observation	Classifying, sorting and comparing Pattern seeking Researching using secondary sources	Model making Researching Observation Pattern seeking
Year 5	**Autumn 1**	**Autumn 2**	**Spring**	**Summer 1**	**Summer 2**
Art Y5	**Typography and maps** Children are introduced to typography design and explore how they can create their own fonts	**Cityscapes** Children explore the work of artists who are inspired by the land and cityscapes where they live. They will see			**Making Mono Types** Children become familiar with the term 'monotype'. They explore the work of Kevork Mourad to find

	and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps. Pupils work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils build confidence in their strong mark-making skills. **Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny**	how artists involve different materials and media. They discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges. Children will finally use watercolour paint to create a landscape. **Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones**			out about the concepts and processes that he uses. They work in sketchbooks to create a range of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made. Children explore how they can use monotype to create their own artwork, considering colour, line, shape, and words. **Artists: Kevork Mourad**
	Typography and maps • Understand that designers create fonts and work with typography. • Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. • Create fonts inspired by objects/elements around them. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. • Draw over maps/existing marks to explore how you can make mark making more visually powerful. • Combine drawing with making to create pictorial / 3-dimension maps which explore qualities of children's personality. • Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.				

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	Inspired by Land & Cityscapes • Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. • Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. • Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. • Explore mark making. **Making monotypes** • Explore how print is combined with paint and collage to create a cohesive artwork. • Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book. • Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Design and		**Food and Nutrition: What could be healthier?** Focusing on nutrition, children research and modify a traditional	**Textiles: Stuffed toys** Children create their own stuffed toy. They start by designing a simple shape on which to base their	**Mechanical systems: Making a pop-up book** After choosing a simple story or nursery rhyme,	

		bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle.	stuffed toys and record the materials they will use to create it. Children are given the chance to apply skills they have learned in previous years, whilst also being introduced to a new stitch – blanket stitch. They finish off their stuffed toy by adding appendages and decorative stitches before assembling it.	children create a four-page pop-up storybook design. They will also add accompanying captions, incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.	
	What could be healthier? • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross-contamination • Following a step by step method carefully to make a recipe • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues • To know that I can adapt a recipe to make it healthier by substituting ingredients • To know that I can use a nutritional calculator to see how healthy a food option is • To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects **Textiles: Stuffed toys** • Designing a stuffed toy considering the main component shapes required and creating an appropriate template • Considering the proportions of individual components				

	• Creating a 3D stuffed toy from a 2D design • Measuring, marking and cutting fabric accurately and independently • Creating strong and secure blanket stitches when joining fabric • Threading needles independently • Using applique to attach pieces of fabric decoration • Sewing blanket stitch to join fabric • Applying blanket stitch so the space between the stitches are even and regular • Testing and evaluating an end product and giving point for further improvements • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric • To understand that it is easier to finish simpler designs to a high standard • To know that soft toys are often made by creating appendages separately and then attaching them to the main body • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely • **Mechanical systems: Making a pop-up book** • Designing a pop-up book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book • Following a design brief to make a pop-up book, neatly and with focus on accuracy • Making mechanisms and/or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement • To know that mechanisms control movement • To understand that mechanisms that can be used to change one kind of motion into another • To understand how to use sliders, pivots and folds to create paper-based mechanisms
Music	There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole class instrumental programme and/or in other classroom teaching. Continuing from Year 3 and 4, each class should follow a whole-class instrumental programme. At Hallfield we use ‘groove ‘n’ play’ and Kapow as a resource to support the delivery of our curriculum in line with recommendations of the borough’s music hub. The curriculum sets out sequences of learning in the following key areas which, when taken together, all

	contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL PERFORMANCE
	Singing and performing • Sing or play from memory with confidence and performance from an increasing repertoire. • Perform solos or as part of an ensemble. • Sing with accurate pitching and appropriate style • Hold a part within a three part round, partner song and songs with verse and chorus • Perform with controlled breathing (voice) • Play melodies following staff notation on ones stave from middle C 1 octave rage • Understand how triads are formed and perform on an instrument. • Accompany familiar songs on their instrument (chordal) • Perform a range of repertoire pieces and arrangements as part of a mixed ensemble (different instruments) Composing • Improvise freely developing a sense of shape and character using tuned percussion (e.g. glockenspiel) • Improvise over a groove responding to the beat creating melodic shape and experimenting with dynamics (fortissimo, pianissimo mezzo forte, mezzo piano) • Compose melodies made from pairs of phrases in C major or A minor (they can be accompanied by a chordal accompaniment) • Create a short 3 part piece in pairs • Compose music to match a silent film or represent an atmosphere, mood or environment e.g. La Mer by Debussy matches water • Capture and record ideas using graphic symbols / rhythm notation / staff notation / technology Reading notation • Use the standard musical notation of crotchet, Crotchet rests, paired quavers and semiquavers, minim and semibreve to indicate how many beats to play. • Understand the difference between 2/4, 3/4 and 4/4 time. • Read and perform pitch notation within an octave • Read and play short rhythmic phrases at sight from prepared cards using conventional symbols • Crotchets, paired quavers, minims, rests, semibreves, semiquavers, time signatures (2/4, 3/4, 4/4), accelerando, rallentando, allegro, adagio, stave, lines and spaces, clef, dot notation, forte, piano, crescendo, decrescendo

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	To describe music • Choose from a wide range of musical vocabulary to accurately describe and appraise music. • Describe how lyrics often reflect the cultural context of music and have social meaning		
	Autumn	**Spring**	**Summer**
Physical Education	Invaders & Bootcamp Dynamic dance & Boxercise	Gym sequences & Step to the beat Striking and Fielding & Gym fit circuits	Nimble nets & Pilates Young Olympians & Fitness frenzy
	<u>In Games</u> • Pass, dribble and shoot with control in games • Identify and use tactics to help their team keep the ball and take it towards the opposition's goal • Mark opponents and help each other in defence • Know and carry out warm-up activities that use exercises helpful for the type of game being played • Pick out things that could be improved in performances and suggest ideas and practices to make them better • Use forehand, backhand and overhead shots increasingly well in the game they play • Use the volley in games where it is important • Use the skills they prefer with competence and consistency • Play co-operatively with a partner • Apply rules consistently and fairly • Recognise how different games make their bodies work • Pick out what they and others do well and suggest ideas for practices • Strike a bowled ball • Use a range of fielding skills e.g. catching, throwing, bowling, intercepting with growing control and consistency		<u>In Athletics</u> • Choose the best pace for a running event so that they can sustain their running and improve on a personal target • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance • Organise and manage an athletic event well • Understand how stamina and power help people to perform well in different athletic activities • Identify good athletic performance and explain why it is good using agreed criteria <u>In Gymnastics</u> • Create and perform a partner sequence with at least 8 elements • Practise and refine the sequences to include changes in level, direction and speed • Choose actions, body shape and balances from a wider range of themes and ideas • Adapt their performance to the demands of a task, using their knowledge of composition

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	• Work collaboratively in pairs or group activities and sided games • Identify their own strengths and suggest practices to help them improve	• Understand the need for warming up and working on body strength, tone and flexibility • Lead small groups in warm-up activities • Use basic criteria to make judgements about performances	
	<u>In Dance</u> • Compose motifs and plain dances creatively and collaboratively in groups • Respond to the phrasing of music • Understands the relationship between dance and its accompaniment • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance • Perform different styles of dance clearly, rhythmically and fluently • Organise their own warm up and cool down • Show an understanding of safe exercises • Recognise and comment using appropriate vocabulary on dance showing an understanding of style • Suggest ways to improve their own and other people's work		
	Autumn	**Spring**	**Summer**

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Spanish

To learn numbers to 20 with simple calculations and games. They also learn parts of the body through a PE game.	In this Term children learn food and drinks vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain.	In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because).

<u>Speaking and Listening</u>

- Listen and show understanding of more complex familiar phrases and sentences.
- Follow the text of familiar rhymes and songs identifying the meaning of words.
- Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.

<u>Reading and Writing</u>

- Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.
- Read and show understanding of a complex sentence using familiar language
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.
- Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.
- Write familiar complex sentences from memory with understandable accuracy.

<u>Grammar</u>

- In Spanish, name; a noun, adjective, verb, pronoun, conjunction.
- Use the 1st and 2nd person pronouns with a regular verb.