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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Theme | Earliest Civilisations - Ancient Egyptians | | Rainforests | | The Romans in Britain | |
|  <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</i></p> | <p>Working Scientifically: On-going Unit</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| | Rocks and Light | | Living Things and their Habitats and Plants | | Animals including humans And Electricity | |
| | <p>Hamilton Unit: This Planet Rocks Rocks Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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>Hamilton Unit: Shining the Light Light Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that they need light in order to see things and that dark is the absence of light | | <p>Hamilton Unit: Habitat Helpers Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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>Hamilton Unit: Greatly Green Growers Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves | | <p>Hamilton Unit: The Circle of Life Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Hamilton Unit: Electric Personalities Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify common appliances that run on electricity □ construct a simple series electrical circuit, identifying and naming its basic parts, including | |



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| | <ul style="list-style-type: none"> □ 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 changes. | <p>and flowers</p> <ul style="list-style-type: none"> □ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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>cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> □ 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>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p> | <p>Hamilton unit: Ancient Egypt</p> <p>History</p> <p>Ancient Egypt: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Geography</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: <ul style="list-style-type: none"> □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>Hamilton unit: Rainforests</p> <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ 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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> □ 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, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: <ul style="list-style-type: none"> □ physical geography, including: climate zones, | <p>Hamilton unit: The Romans in Britain</p> <p>History</p> <p>Pupils should be taught about: the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include: □ Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> □ the Roman Empire by AD 42 and the power of its army □ successful invasion by Claudius and conquest, including Hadrian's Wall □ British resistance, for example, Boudica □ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |

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| | | | <p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and 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 | | | |
| <p>R.E</p>  <p><i>See LBDS Scheme of work</i></p> | <p>How does belief in God affect the people in the Old Testament?</p> <p>Belief that we are called in different ways; Old Testament stories of people whose belief in God affected their actions.</p> | <p>What are the beatitudes and what do they mean to Christians? (2 weeks)</p> <p>Meanings of the beatitudes; impact on Christians.</p> <p>What do Christians mean by peace at Christmas? (4 weeks)</p> <p>What is peace? Living out the message of peace at Christmas.</p> | <p>What is the importance of symbolism, beliefs and teaching in Hinduism?</p> <p>Diwali; Holi; sacred books; worship, belief in One God.</p> | <p>How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? (2 weeks)</p> <p>Relating to Jesus' teachings.</p> <p>Easter People: Who is the most important person in the Easter Story? (4 weeks)</p> <p>Role of different people within the Easter narrative.</p> | <p>What does it mean to be a Muslim?</p> <p>Beliefs, Muhammed, the Qur'an.</p> | <p>Who is Jesus?</p> <p>Statements that Jesus made about himself.</p> |

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|  <p>Computing</p> | <p>We are programmers: Programming a short animation using Scratch. Develop a simple algorithm in the form of a storyboard.</p> | <p>We are bug fixers: Finding and correcting bugs in programs - increasing knowledge and understanding of Scratch</p> | <p>We are presenters: Videoing performances. Linked with PE - shooting video and editing together.</p> | <p>We are network engineers: Exploring computer networks, including the internet.</p> | <p>We are communicators: Communicating safely on the internet using email and video conferencing software.</p> | <p>We are opinion pollsters: Collecting and analyzing data, understanding elements of survey design and ethics.</p> |
| <p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> ○ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; ○ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ○ understand computer networks including the internet; ○ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | | | | |
|  <p>Art</p> | <p>3D Egyptian Jewellery Hamilton Plan Session 6</p> | | <p>Painting Portraits Hamilton Plan session 3</p> | | <p>Collage Henri Matisse</p> | |
| <p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * To modify work according to views and describe further developments. *To transfer designs onto a 3D artefact. *To use paper forms to produce a 3D relief surface. *To develop forming and sticking techniques. | | | | | | |

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| <p>Design Technology including Cooking</p>  <p><i>See Hamilton Scheme of work for support</i></p> | <p>Design and make a periscope Light Topic</p> <p>Children will develop the following key skills: * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | | <p>3D Rain Forest Dioramas (Possible home learning project)</p> <p>Children will develop the following key skills: *Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities.</p> | | <p>Printing Roman Mosaic Borders Hamilton Plan session 3</p> <p>Children will develop the following key skills: * Make informed choices on colour and design based on prior knowledge and experience. *Print a neat repeating border design with good technique. *Evaluate and analyse their work and that of others.</p> | |
| <p>Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.</p> | | | | | | |
| <p>Cooking and Nutrition Content Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | | | | | | |
|  <p><i>See Val Sabin Scheme of work for support</i></p> | <p>Swimming at UCS</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> | <p>Swimming at UCS</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> | <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> | <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> |

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| <p>Music</p>  <p><i>See Charanga website for support</i></p> | <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p> | | | | | |
| <p>MFL - Spanish Camden Scheme of Work</p> | <p>Bringing us together</p> <p>Style: disco</p> <p>Themes explored include friendship, peace, hope and unity.</p> | <p>Christmas (carol service)</p> | <p>Let Your Spirit Fly (Old Scheme)</p> <p>Style: R&B</p> <p>All the learning is focused around one song: Let Your Spirit Fly, an R&B song written for children.</p> <p>Elements include listening to, appraising and performing a variety of linked songs.</p> | <p>Three Little Birds</p> <p>Style: Reggae</p> <p>All the learning is focused around one song: Three Little Birds.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.</p> | <p>Revise, Reflect, Rewind</p> <p>Style: Western Classical Music and your choice from Year 3</p> | <p>Practise for a performance</p> |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language | | | | | | |

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| <p>2018-19 only</p> | <p>Greetings Numbers to 20 Introductions</p> | <p>Days of the week The Weather Colours Festivals</p> | <p>In the Classroom Classroom Instructions In my School Bag</p> |
| <p>Educational Visits/Visitors</p>  | <p>British Museum - Egyptian Gallery</p> | <p>Trip to Hampstead Heath Education Centre linked to science topics</p> | <p>Trip to the Museum of London - Roman Britain</p> |
|  <p>British Values</p> <p>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</p> <p><i>See Camden PHSCE scheme of work</i></p> | <p>Skills of working together and making everyone feel valued What makes a caring school community and what stops it from being caring Creating a rights respecting class Expressing opinions and listening to others What makes a healthy lifestyles Taking responsibility for our health How I keep myself healthy What makes a good friend and what gets in the way of friendship What makes people angry and how to calm down Ways to solve friendship problems Why violence is wrong What racism, teasing and bullying are and how it makes someone feel Difference between legal and illegal drugs Harmful effects of smoking and ways to resist being persuaded to smoke What is a risky activity and the difference between sensible and silly risks</p> | <p>How to overcome difficulties when learning What stops us learning How to persevere even when something is difficult Planning to achieve a goal and overcome obstacles Finding solutions to difficulties Knowing the difference between right and wrong behaviour Why and how rules and laws are made What I am good at Managing feelings hopeful and disappointed Hiding my feelings Managing feeling scared Groups we belong to Different jobs people do in the community Who helps us in the community What makes a community healthy and unhealthy</p> | <p>Helping others in the community Our identity-how we see others and how others see us Challenging stereotypes Different features of our identity How change feels Coping with change Managing feelings of loss Feelings when something or someone dies <i>Year 5 Camden SoW Content</i> <i>Understanding more about disability</i> <i>Impact of prejudice and discrimination for people with disabilities</i> <i>Importance of equality and equal opportunities</i></p> |

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| | How to be safe if people are persuading me to do something wrong | | |
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