



The

# Lloyd Williamson Schools Foundation

Curriculum Topics  
and  
Programmes of Study

Griffins

2021-2022

## **English**

Pupils will be supported and encouraged to read fluently across a wide range of genres. We will support them to read for both pleasure and understanding for longer periods of time. They will be taught to increasingly decode words outside of their spoken language and to incorporate new words into their increasing vocabulary. Pupils will increasingly develop their knowledge and skills in a non-fiction context. They will be encouraged to have clear and justifiable responses about a wide range of topics. Pupils will be taught to write down their ideas with speed and accuracy and increasing organisation. Spelling of common words will be correct. Pupils will be taught to become increasingly familiar with and confident in using more complex in a greater variety of situations, for a variety of audiences and purposes including through drama, formal presentations and debate.

### **Texts (for study and comprehension)**

- Stories with particular focus on historical settings and characterisation
- Play scripts: with particular focus on settings and key incidents in 3 scenes
- Information text: with particular focus on text organisation and writing for different audiences (e.g. different age groups)
- Non-fiction text
- Poetry: similar themes, from different cultures, from different times
- Instructions: with particular focus on features of instructional text (use of 2<sup>nd</sup> person/easy to follow/logical order)
- Explanatory texts: with particular focus on features (opening explanation, bullet points, labelled diagrams)
- Contents page, Index, Glossaries
- Stories from different cultures: with particular focus on setting, relationships and issues
- Points of view: fact or opinion (e.g. Newspaper articles)
- Moral dilemmas and solutions
- Advertisements
- Persuasive writing
- Legends
- Folk tales and Myths

### **Writing focus**

- Writing story plans: with particular focus on main characters/archetypes, setting (time and place), key events, ending
- Paragraphs
- Play scripts – turning stories into plays
- Writing an interview
- Writing a magazine article
- Writing reports
- Descriptive writing
- Writing for a variety of audiences
- Note-making
- Explanatory texts with use of clear explanation, diagrams with labels and bullet points
- Writing poetry

- Book reviews, reviews of theatre shows/trips
- Writing with points of view/opinion (e.g. newspaper articles)
- Advertisements

### **Use of Language and Grammar**

- Revision of basic parts of speech: nouns, verbs, adjectives, pronouns etc
- Verb tenses: past, present, future
- Punctuation: to include colon and semi-colon
- Adverbs: definition, formation and recognition of
- Adjectives: to include use of similes and metaphors, comparison of adjectives and formation
- Synonyms
- Word order in sentences: with particular focus on how to formally answer question in written form in full sentences
- Apostrophes
- Connectives
- Prefixes and suffixes
- Making nouns and adjectives
- Prepositions
- Dashes and hyphens
- Conjunctions
- Alphabetical order
- Abbreviations: revision
- Direct and reported speech
- Homophones
- Idioms
- Proverbs
- Prepositions
- Connectives: simple, complex and time connectives
- Usage: correct use of its/it's, passed/past, began/begun, broke/broken, came/come, whose/who's, etc

### **Range of texts (for pupils to read for themselves)**

- Historical stories
- Playscripts
- Newspaper articles
- Poems: from different cultures/different times
- Magazine articles
- Instructions
- Fantasy stories
- Sci-fi stories
- Stories with similar themes
- Information books
- Stories from different cultures
- Persuasive writing



## **Mathematics**

The children will be encouraged and supported to develop confidence and mental fluency with numbers. We will cover the following:

### **Number**

Place value up to hundreds of thousands

Multiplication and division of numbers up to hundreds of thousands by 10, 100 and 1000

Addition and subtraction using a variety of strategies and methods of numbers to hundreds of thousands

Multiplication and subtraction up to hundreds of thousands by units up to 9

Multiplication of 3 digit numbers by 2 digit numbers

Four rules of number using money and coins

Prime numbers

Revision of all times tables

Square numbers

Square roots of whole numbers

Function machines

Mental addition and subtraction of two numbers up to 99

Mental Arithmetic skills using the four rules of number

Mental Arithmetic skills (expectation of being on book 2/3)

### **Shape and Space**

Properties of 3D shapes: cylinder, cube, cuboid, sphere, cone, square-based pyramid, triangular-based prism and regular tetrahedron

Faces, edges and vertices

Shape: nets of cube, cuboid, square-based pyramid and triangular-based prism

Symmetry

### **Handling Data**

Venn diagrams

Surveys

Choosing types of graph by subject of survey/data

Using collected information and presenting data in a variety of graphs

### **Measurement**

Temperature: positive and negative readings

24 hour clock

Time: minutes and seconds

Using clocks and stopwatches

Time problems

Reading simple scales

Pictograms – with each picture worth more than the value of one

Units of measure problems using the four rules

## **Science**

Pupils will be taught to use the following practical scientific methods, processes and skills:

- 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 with equipment like thermometers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, labelled diagrams, bar charts and tables
- using results to draw simple conclusions, make predictions, 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.

Pupils will be taught to:

### **Animals including humans (Biology)**

- 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

### **States of Matter (Chemistry)**

- 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
- Measure or research the temperature at which the above happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

### **Sound (Physics)**

- 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

### **Electricity (Physics)**

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts
- Identify whether or not a lamp will light on 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
- Recognise common conductors and insulators and associate metals with being good conductors

## **History**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today – with reference to current local and world events.

Topics will include but not be limited to:

- A chronological exploration of the Vikings to the time of Edward the Confessor (Middle Ages) – refer to current day immigration and emigration
- Magna Carta
- Bayeux Tapestry
- Tudors and Stuarts

## **Geography**

The children will be taught, with reference to current politics and world events, to:

### **Locational and place knowledge**

- Locate the world's countries, using maps to focus on Europe, including Russia, concentrating on capitals and the main physical and human characteristics
- A rural village somewhere else in the UK - make contact with a school in a rural part of Wales or Scotland sending photographs of and information about London

### **Human and Physical Geography**

- How and where do we spend our time?
- Positive and negative impact of people on the environment
- Improving the environment

### **Geographical skills and fieldwork**

- Using eight points of the compass, four point grid references, symbols and keys – outdoor location work
- Use fieldwork to observe, measure, record and present human and physical features of the local area: specifically the development of transport in London with an emphasis on the tube system

## **Religious Education**

The main religion of study will be Judaism.

Topics will include but not limited to:

- The development of Judaism
- Key stories and the development of the Torah
- Difference between traditional and more liberal Jewish faiths
- Synagogues
- Key celebrations

The pupils will learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Pupils will continue to develop an understanding of the importance of creating a community that works in harmony. This will include an exploration of:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong
- Respect and value for the views and opinions of other faiths
- Respect for the right of others to hold their own religious views without ridicule or embarrassment
- Recognition that everybody is unique and has something to offer
- Appreciation for the impact that beliefs, values and traditions have on lifestyle

## **Art and Design**

Pupils will be taught to develop their techniques, including their control and use of materials. They will explore and practise their creativity through experimentation and an increasing awareness of different kinds of art, craft and design.

The pupils will:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
- know about great artists, architects and designers in history.

Topics will include:

- Viewpoints: different interpretations of what the artist wants to portray e.g. the same object presented in a variety of media: pencil, charcoal, print, watercolour etc
- Take a seat: furniture in art
- Journeys: vehicles in art

The pupils will study an artist who works with a variety of media.

Art History: Medieval Western Art / Renaissance Art

## **Computing**

Pupils will be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
- use sequence, selection and repetition in programs, work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programmes
- use logical reasoning explore how a simple algorithm works and to detect and correct errors in algorithms and programmes
- understand computer networks including the internet, how they can provide multiple services and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property,
- use technology responsibly, safely and securely
- select, use and combine a variety of software on a range of digital devices (including iPads)

Topics will include but not be limited to:

Appropriate Key Stage 2 games

Use of apps / games on the iPads

Digital camera project – printed up or made into a digital art book

Use of emails as communications

Public profiles – safe internet use

Saving information in various forms (inc. cloud)

Simple algorithm games using packs of cards and yes/no boards

Use of Scratch (free resource to download)

Compare and contrast various search engines (specific and safe subjects)

Drawing

## **Design and Technology**

When designing and making, pupils will be taught to:

### Design

- use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria, considering the views of others for improvement
- understand how key events and technology have helped shape the world

### Technical knowledge

- apply their knowledge of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to programme, monitor and control their products

Topics will include:

- Money containers
- Storybooks
- Torches
- Alarms

## **Cooking and Nutrition**

Pupils will 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

## **Music**

Pupils will be taught to:

- Play and perform in solo and group contexts using their voices and musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- 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 from different traditions, composers and musicians
- Develop an understanding of the history of music

Pupils will experience live music on a regular basis – plan for and look out for free London concerts experiences.

## **Languages**

The children will be taught French and Latin and be given the opportunity to learn another language of their choice from a range offered.

We will teach the pupils to:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways to communicate what they want to say, including through discussion and asking questions, improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

## **Logic and Reasoning**

The children will be taught to develop and extend their memory as well as become good at solving logic problems and puzzles. We will encourage and support them to acquire the essential skills and strategies and understand how and when to use them.

When solving logic problems and puzzles, the following strategies will be taught:

- Identifying carefully what is known and what needs to be found and thinking about how they might relate
- Looking through the information that is given for any relationships or patterns that can be developed and used
- Developing a line of thinking that involves making inferences and deductions, for example 'if I know that then this could or must be true', and testing these out against the given information
- Taking one piece of the information and changing it, while keeping everything else fixed, to see what effect it has on the problem
- Choosing a way of recording and organising the given information that helps to see how the problem is structured
- Checking answers along the way to see if they satisfy the conditions or rules

## **Physical Education**

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and combination
- Play competitive games, modified where appropriate, e.g. bat and ball, basketball, cricket, football, hockey, netball, rounders and tennis and apply the basic principles of attack and defence
- Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
- Perform dances using a range of movements patterns
- Take part in outdoor and adventurous activity challenges (e.g. PGL) and wide games
- Compare their performances with previous ones and demonstrate improvement and personal best