# Assunnah Primary and Nursery School Curriculum Map 2019-2022

| **Year 1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Our Islamic Values | **Faithfulness** | **Tolerance** | **Patience** | **Respectfulness** | **Gratitude** | **Justice** |
| **British values linked to Islamic values** | **Introducing British Values embedded classroom rules and following instructions** | **Tolerance of those of different beliefs and faiths** | **Appreciating our country (UK)and our living** | **Mutual respect Freedom of speech** | **Helping others, piety Ramadhan** | **Democracy and Liberty** |
| **Tarbiyyah Ayah of the week** | **Plillars of imaan** | **Suaratul Kaffirun** | **FOCUS: Suarah Asar Story of Ayyub** | | **FOCUS:** | **FOCUS:** |
| **English/Read Write Inc** | Children follow **Read Write Inc** – a fast paced, rigorous and structured phonics programme. Children read fiction and nonfiction texts for meaning developing fluency and expression at their level of phonic understanding and knowledge. Children acquire a wide vocabulary through the carefully selected reading books and develop their speaking and listening skills daily. The Read Write Inc writing programme is linked to the reading books and includes spelling, grammar and handwriting. When a child is sufficiently confident in phonics they join a Literacy programme.<br><br>*Sentence Work*<br>*-Understand how words can combine together to form sentences.*<br>*-Join words and clauses using 'and'.*<br>*-Sequence sentences to form short narratives.*<br><br>*Punctuation*<br>*-Separation of words with spaces*<br>*-Capital letters and full stops to demarcate sentences.*<br>*-Question marks and exclamation marks to demarcate sentences.*<br>*-Capital letters for names and for the personal pronoun I.*<br><br>*Handwriting – pupils should be taught to;*<br><br>*-Sit correctly at a table, holding a pencil comfortably and correctly.*<br>*-Begin to form lower case letters in the correct direction, starting and finishing in the right place.*<br>*-Form capital letters.*<br>*-Form digits 0-9.*<br>*-Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in a similar way) and practise these.*<br><br>*Spoken Language*<br><br>*-Listen and respond appropriately to adults and their peers.*<br>*-Ask relevant questions and extend their understanding and knowledge.*<br><br>*Terminology pupil need to know*<br><br>*Letter, capital letter, word, singular, plural, full stop, exclamation mark, questions mark, sentence punctuation.* | | | | | |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **English -Spelling** | See separate spelling document | | | | | |

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| **Maths** | **The Number System: getting started 4 weeks**<br>Numbers can be represented in different ways using objects, pictures or numerals. This unit (and whole term) is all about visuals, images and models of number. Their stable order must be known and their numeral or name does not always give us a clue about their value e.g. 14. Our number system is base 10. The teens numbers must be seen as ten and one, ten and two and so on. The position (place) of a digit in a number determines its value. We can place numbers on a track, line or 100 square to compare them.<br><br>**Calculating, Patterns & Algebra + and – 4weeks**<br>= means 'equivalent', 'the same as' or 'balances'. Understanding this before other symbols are introduced helps children make sense of equations written with = in different positions. We can compare numbers using > or < .<br>We can partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity).<br>We can add or subtract by counting on or back in ones BUT knowing the 'story of a number' can help us add or subtract by calculation! Use a whole-part model (Numicon , 10 frames, Cuisenaire) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds.<br><br>**Geometry 1 week**<br>The properties of a shape tell us what name it should have and helps us to group shapes with the same or similar properties.<br>Shapes have the same names and properties when they are at different orientations or scaled to a different size (still congruent).<br>2D shapes are closed shapes. 3D shapes are made up of 2D faces.<br><br>**The Number System: Fractions *of* shapes & fractions as numbers2 weeks** Fractions are equal parts of a whole which can be a whole shape. Fractions can also be counted like any other numbers!<br><br>**Calculating, Patterns & Algebra all operations (B); measures 3 weeks** We can add or subtract by counting on or back in ones BUT knowing the 'story of a number' can help us add or subtract by calculation! Use a whole-part model (Numicon , 10 frames, Cuisenaire) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds.<br>Repeated addition can also be understood as multiplying and counting in 'groups of'. | **The Number System: whole numbers to 100; Measures3 weeks** Numbers can be represented in different ways using objects, pictures or numerals. Their stable order must be known and their numeral or name does not always give us a clue about their value e.g. 14.<br>Our number system is base 10. The teens numbers must be seen as ten and one, ten and two and so on. The position (place) of a digit in a number determines its value. We need standard units of measure in order to compare things more accurately and consistently. We can place numbers on a track, line or 100 square to compare them.<br><br>**Calculating, Patterns & Algebra + and –; Measures 3 weeks** = means 'equivalent', 'the same as' or 'balances'.<br>Understanding this before other symbols are introduced helps children make sense of equations written with = in different positions. We can compare numbers or expressions that use + or - using > or < .<br>We can partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity). We can add or subtract by counting on or back in ones BUT knowing the 'story of a number' can help us add or subtract by calculation! Use a whole-part model (Numicon , 10 frames, Cuisenaire) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds.<br><br>**Calculating, Patterns & Algebra X and Division 3 weeks**<br>The concept of 'fair shares' is quickly grasped by children and will have been covered in Reception as a first exploration of division. Children now need to develop the big idea of 'unitisation' where they count in 'groups of' a number. Division can be seen as 'how many groups of…in…'. The inverse relationship can also be explored through arrays. Children learn about doubling as 'two groups of' and counting in other 'groups of' numbers. Division can be explored as the inverse through 'grouping', as well as 'sharing'.<br><br>**The Number System: Fractions *of* shapes and quantities & fractions *as* numbers Geometry: position; Measures: Time 2 weeks**<br>Fractions are equal parts of a whole which can be a whole shape. Fractions can also be counted like any other numbers!<br><br>**Geometry 1 week**<br>3D shapes are made up of 2D faces and they | **The Number System: Numbers to 100; Measures 3 weeks** Numbers can be represented in different ways using objects, pictures or numerals. Their stable order must be known and their numeral or name does not always give us a clue about their value e.g. 14.<br>Our number system is base 10. The teens numbers must be seen as ten and one, ten and two and so on. The position (place) of a digit in a number determines its value. We need standard units of measure in order to compare things more accurately and consistently. We can place numbers on a track, line or 100 square to compare them.<br><br>**Calculating, Patterns & Algebra + and –; Measures 3 weeks** = means 'equivalent', 'the same as' or 'balances'.<br>Understanding this before other symbols are introduced helps children make sense of equations written with = in different positions. We can compare numbers or expressions that use + or - using > or < .<br>We can partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity). We can add or subtract by counting on or back in ones BUT knowing the 'story of a number' can help us add or subtract by calculation! Use a whole-part model (Numicon , 10 frames, Cuisenaire) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds<br><br>**Calculating, Patterns & Algebra: X and ÷ 3 weeks**<br>The concept of 'fair shares' is quickly grasped by children and will have been covered in Reception as a first exploration of division. Children now need to develop the big idea of 'unitisation' where they count in 'groups of' a number. Division can be seen as 'how many groups of…in…'. The inverse relationship can also be explored through arrays. Children learn about doubling as 'two groups of' and counting in other 'groups of' numbers. Division can be explored as the inverse through 'grouping', as well as 'sharing'<br><br>**Measures: time 1 week**<br>We measure time in seconds, minutes, hours, days, weeks and years (and decades and centuries!). We use times of the day to help us order and organise when things happen.<br><br>**The Number System & Calculating, Patterns & Algebra check-up! 2 weeks**<br>Review all number work and focus in on essentials! |

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# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Year 1 Science** | Animals including Humans<br>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) describe and compare the structure of a variety of | Everyday Materials distinguish between an object and the material from which it is made<br><br>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water,<br>and rock<br><br>describe the simple physical properties of a variety of everyday materials<br><br>compare and group together a variety of everyday materials on | | | | Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br><br>identify and describe the basic structure of a variety of common flowering plants, including trees.<br><br>Inspiration: growing plants to make food with |
| | common animals (fish, amphibians, reptiles, birds and mammals, including pets) | the basis of their simple physical properties. | | | | |
| **History** | | Toys – changes within living memory<br>Inspiration – toy workshop | | Lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus and Neil Armstrong – compare aspects of life in different periods<br>Inspiration: Space Day | | |
| **Geography** | | | Seasonal changes:<br>observe changes across the four seasons<br>observe and describe weather associated with the seasons and how day length varies.<br><br>Inspiration:<br>Weather broadcast | | Contrasting localities<br>London and a non-European Country<br>London and Jamaica<br><br>Inspiration:<br>Jamaica Day and African instrument workshop | |
| **Art and design** | Self Portraits | | Weather paintings<br>Turner and Monet | 3-D space shuttle sculptures | | Still life drawings |
| **Artist in Focus** | Ken Done | | Anthony Gormley | | Abdoulaye Konaté | |
| **DT** | | Levers/sliders – toy workshop | | | Structures | Food and nutrition –Salads |
| **PE** | Games and Gymnastics (Flight) | Gymnastics (Points and patches)<br>Games | Dance and Games | Sports Hall Athletics and Games | Outdoor adventure and Games | Dance and Outdoor Athletics |
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| **Computing** | We are painters – creativity- illustrate an eBook | We are treasure hunters – programming – using programmable toys | We are collectors – computer networks – finding images using the web | We are celebrating – productivity – creating a card electronically | We are storytellers – communication/collaboration – producing a talking book | We are TV Chefs – computational thinking – filming a recipe |

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| **Year 1 PSHE** | Keeping safe | Communications and emotions. | Bullying and fairness.<br>Being patient with others.<br>Understanding differences amongst others. | Healthy lifestyle and hygiene.<br>Promoting eating healthy.<br>Respecting our bodies and the different creations of Allah. | | |
| **Enrichment** | Zoo for you workshop | Museum of Childhood<br>Pollocks Toy Museum<br>Tea party with Grandparents sharing toys | Visit Corms/Gray's Inn and record each season digitally and sketching | Science Museum - Space | **Trip to Reform Synagogue or Jewish Museum** | Workshop with Society of Botanical Artists |

| **Year 2** | Half term 1 | Half term 2 | | Half Term 3 | Half Term 4 | | Half Term 5 | Half Term 6 |
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| Our Islamic Values | **Faithfulness** | **Tolerance** | | **Patience** | **Respectfulness** | | **Gratitude** | **Justice** |
| **Developing characters and Values** | **Introducing British Values embedded classroom rules and following instructions** | **Tolerance of those of different beliefs and faiths** | | **Appreciating our four country (UK)and our living** | **Mutual respect<br>Freedom of speech** | | **Helping others, piety<br>Ramadhan** | **Democracy and Liberty** |
| Tarbiyyah | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** |

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| **English Reading and Writing** | The Dairy of a Killer Cat (4 weeks)<br>-Dairy entry<br>-Newspaper report<br>-Debate<br>-Interview<br>-Recount<br><br>Egg Drop (3 weeks) missing<br>-Fantasy story<br>-Character description<br>-Instructions | Owl and the Pussy Cat Poetry (2 weeks) ( missing)<br>-Poetry writing<br>-Performance<br><br>Pirate Cruncher (4 weeks) missing<br>-Adventure story<br>-Character description<br><br>Magic Box (2 weeks)<br>-Poetry<br>-Imagery<br>-Similes<br>-Performance | The Princess and the White Bear (6weeks)<br>-Character description<br>-Writing in role<br>-Narrative sequence<br>-Retelling<br>-Explanation<br>-Persuasive | The Magic Finger (5 weeks)<br>-Letter<br>-Persuasive Letter<br>-Information poster<br>-Narrative sequel to the story<br>-Reading journal<br>-Character description<br><br>Great Fire of London (SATs Prep)<br>-Non-chronological report | Nocturnal Animals (SATs Prep)<br>-Information leaflet<br><br>Emperor's Egg (2 weeks)<br>-Information Leaflets | Lila and the Secret of the Rain (4 weeks)<br>-Short narrative descriptions -Thought bubbles/speech bubbles/direct speech<br>-Story maps<br>-Non-chronological reports<br>-Information texts<br>-Signs with captions<br>-Poetry<br><br>Hedgehog (3weeks)<br>-Poetry<br>-story writing<br>-Character description |
| **English Grammar** | *Sentence Work*<br>*-Subordination (using when, if, that, because) and co-ordination (using or, and, but).*<br>*-Expanded noun phrases for description and specification (for example the blue butterfly, plain flour, the man in the moon).*<br>*-How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.*<br><br>*Punctuation to be continued over the year*<br>*-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Commas to separate items in a list.*<br>*-Apostrophes to mark where letters are missing (contractions) in spelling and to mark singular possession in nouns (for example the girl's name).*<br><br>*Handwriting – pupils should be taught to:*<br><br>*-Form lower case letters of the correct size relative to one another.*<br>*-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined.*<br>*-Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.*<br>*-Use spacing between words that reflects the size of the letters.* | | | | | |

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| | *Spoken Language*<br><br>*-Listen and respond appropriately to adults and their peers.*<br>*-Ask relevant questions and extend their understanding and knowledge.*<br>*-Use relevant strategies to build their vocabulary*<br>*-Articulate and justify answers, arguments and opinions.*<br><br>*Terminology pupil need to know*<br><br>*Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, adverb, suffix.*<br>*Tense (past and present), apostrophe, comma, letter, capital letter, singular, plural, full stop, exclamation mark, question mark.* |
| **English-Spelling** | See separate spelling document |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Year 2**<br>**Maths** | **The Number System: Two digit numbers 3 weeks**<br>Our number system is base 10. The teens numbers must be seen as ten and one, ten and two and so on. The names of numbers don't always give us a clue about their value or how we write them as symbols. The position (place) of a digit in a number determines its value.<br><br>**Calculating, Patterns & Algebra + and – 4 weeks**<br>Children must understand = as 'equivalent', 'the same as' or 'balances'. Empty box problems can support this key idea, as can writing equations in different ways, altering where the = is placed.<br>We can partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity). Sometimes it is more efficient to put the larger number first but not always. Numbers can be partitioned, the parts added, then recombined.<br>Calculate don't count on in ones! Knowing the 'story of a number' can help us add or subtract by calculating not just counting on. Use a whole-part model to picture addition and subtraction. Relate numbers to their parts (partitioning) and to multiples of 10 to bridge multiples of ten. E.g. 8 + 7 = 8 + 2 + 5<br>Drawing bar models will help children to picture which operation to do. Sometimes it's more efficient to 'take away' and sometimes it's more efficient to 'find the difference' when subtracting.<br><br>**Geometry 1 week**<br>The properties of a shape tell us what name it should have and helps us to group shapes with the same or similar properties.<br>Shapes have the same names and properties when they are at different orientations or scaled to a different size (still congruent).<br>2D shapes are closed shapes. 3D shapes are made up of 2D faces<br><br>**The Number System: Fractions as numbers;**<br>**Geometry: position; Measures: time 2 weeks**<br>Fractions are equal parts of a whole which can be counted like any other numbers!<br><br>**Calculating, Patterns & Algebra X and Division 3 weeks**<br>The big idea is one of 'unitisation' where children count in 'groups of' a number. Division can be seen as 'how many groups of'. The inverse relationship can also be explored through arrays. The first stage of this is understanding doubling as 'two groups of', relating his to the 2X table, and understanding halving as the inverse.<br>Children recognise and begin to memorise 10X tables, seeing 5X tables as half of these facts. Patterns should be noticed to help memorisation.<br><br>**Statistics 1 week**<br>Data is collected with a question or purpose in mind. Tally charts collect data over time. Data can be grouped in different ways. | **The Number System: Whole numbers to 100; Measures 2 weeks**<br>The position (place) of a digit in a number determines its value. We can partition numbers into tens and ones. We can position numbers on a number line to see their value relative to other numbers.<br>We need standard units of measure in order to compare things more accurately and consistently.<br><br>**Calculating, Patterns & Algebra + and –; Measures 3 weeks** We can partition numbers in different ways and into two or more parts. We can add two or more of these parts in any order (commutativity). Drawing bar models will help to picture which operation to do. Calculate don't count! We must look at how the numbers relate to each other (whole-part bar models) before deciding which to add first, or whether to take away or find the difference. This is how the inverse is explored. 15 – 8… think what needs to be added to 8 to make 15? 15 is the whole and 8 and 7 are the parts.<br>Coin sizes don't show their value. 100 1ps make up £1.<br><br>**Statistics 1 week**<br>Data is collected with a question in mind and can be represented in different ways. You can use a chart or graph to answer questions. Pictograms can represent one or more than one unit of data.<br><br>**Calculating, Patterns & Algebra: X and ÷ 3 weeks**<br>'Unitisation' means children count in 'groups of' a number. Division can be seen as 'how many groups of'. The inverse relationship can also be explored through arrays. These whole/ (equal) part relationships can be drawn using bar models. Children find patterns and links between the 2 and 4 X tables, and the 5 and 10 X tables. They can use these facts to find division facts. Doubling and halving by partitioning two digit numbers and recombining (distributive law) lays the foundation for later multiplication.<br><br>**The Number System: fractions of numbers; measures 2 weeks**<br>Fractions are equal parts of a whole. This whole can be a shape, amount or a number. Partitioning or 'fair share' problems when each share is less than one, gives rise to fractions as does measuring when the unit is longer than the item being measured.<br><br>**Measures: Money 2 weeks**<br>Change can be found when subtracting amounts of money. Often, 'find the difference' is the most efficient strategy. | **The Number System: Numbers to 100 and beyond; Measures 3 weeks**<br>The position (place) of a digit in a number determines its value. We can partition numbers into tens and ones. We can position numbers on a number line to see their value relative to other numbers. We need standard units of measure in order to compare things more accurately and consistently.<br><br>**Calculating, Patterns & Algebra + and – 3 weeks**<br>We can partition numbers in different ways and into two or more parts. We can add two or more of these parts in any order (the law of commutativity). Drawing bar models will help to picture which operation to do. Calculate don't count! Use whole-part and relationships to see how numbers relate to each other. This is how the inverse is explored. We must look at how the numbers relate to each other before deciding which to add first, or whether to take away or find the difference.<br>We need standard units of measure in order to compare things more accurately and consistently.<br><br>**Calculating, Patterns & Algebra: X and ÷ 3 weeks**<br>The inverse relationship of X and ÷ can be explored through arrays and problems can be solved by using these facts. These whole/ (equal) part relationships can be drawn using bar models. Children find patterns and links between the 2 and 4 X tables, and the 5 and 10 X tables. Doubling and halving by partitioning two digit numbers and recombining (distributive law) lays the foundation for later multiplication.<br>Dividing numbers which are not multiples of your divisor results in remainders.<br><br>**Measures Time 2 weeks**<br>Time is measured different units/bases from what we are used to with metric measures. There are 60 seconds in a minute, 60 minutes in an hour, 24 hours in a day etc.. Therefore children need to use number lines to help them efficiently calculate time differences.<br><br>**Geometry 1 week**<br>The properties of a shape tell us what name it should have and help us to group shapes with the same or similar properties.<br>Shapes have the same names and properties when they are at different orientations or scaled to a different size (still congruent).<br>2D shapes are closed shapes. |

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# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| | | | | healthy relationships with food | me, trust, special relationships | like/don't like about being my gender, touch, transition |
| **Science** | Animals including Humans<br>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<br>(water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br>Inspiration: chicks and caterpillars | Use of Everyday Materials<br>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses<br>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | | Living things and their Habitats explore and compare the differences between things that are living, dead, and things that have never been alive<br>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<br>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. | Plants<br>observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to<br>grow and stay healthy<br><br>Inspiration: growing plans for a healthy eating café |
| **History** | Great Fire of London – event beyond living memory – significant historical event in our locality<br>(Rosa parks – Black History Month) | History – Great fire of London in-depth look<br><br>Inspiration – Great fire of London Day | | The lives of significant<br>Women in the past who have contributed to national and international achievements<br>Florence Nightingale<br>Mary Seacole | | |
| **Geography** | | Physical features continents and seas (Pirates)<br><br>Inspiration: Pirate Day | Contrasting Localities:<br>Local Area and Ruislip Lido Beach<br>Inspiration: Walk around local area. Visit Ruislip Lido Beach, compare and contrast | | Location of hot and cold areas of the world (rainforest, desert and artic)<br><br>Inspiration: trip to London Zoo | |
| **Art and Design** | Drawing, painting 3-D sculptures of great fire of London | Mother Nature –observational drawings | Charcoal line drawings and map illustrations | | | |
| **Artist in Focus** | Romare Bearden | | Marc Quinn | | Sterling Ruby | |
| **DT** | | Wheels/axels<br>Fire engines | | | Textiles<br>Puppets | Food and nutrition<br>soups |
| **Year 2**<br>**PE** | Gymnastics (high and low)<br>Games Skills | Gymnastics (turning and spinning) and Game skills | Dance and Game skills | Sports Hall Athletics and Games | Outdoor adventure and games | Dance and Outdoor Athletics |
| **Computing** | We are astronauts – programming – programming on screen | We are game testers – computational thinking – exploring how computer games work | We are detectives – communication/collaboration – communicating clues | We are researchers – computer networks – researching a topic | We are zoologists – productivity – recording bug hunt data | We are photographers – creativity – taking, selecting and editing digital images |
| **PSHE** | Being Me in my World<br><br>Hopes and fears, rule of law, worries, rights & responsibilities, listening, working cooperatively | Celebrating Difference<br><br>Stereotypes, assumptions, bullying, recognising right and wrong, making new friends, being special and unique | Dreams and Goals<br><br>Realistic goals, success, achievements, pride, perseverance, my strengths, working well with others | Healthy Me<br><br>Keeping my body healthy, motivation for a healthy lifestyle, relaxation, medicines, food groups, | Relationships<br><br>Family relationships, different families, acceptable physical contact, conflict with friends, secrets, people who help | Changing Me<br><br>Cycles of life in nature, growing old, respect, physical differences between boys and girls, parts of my body that are private, what I |

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| **Enrichment** | Chicks and caterpillars<br>Trip to Museum of London – Great Fire Walk | Cutty Sark<br>National maritime Museum<br>Trip to the Neasden Temple | Trip to Ruislip, Lido beach<br>Team Challenges | Pudding Lane Monument | Waterloo Park – pond dipping<br>Zoo | Healthy eating café<br>Trip to South London Botanical Institute |
| **Non Statutory thoughts and ideas** | Plant bulbs Germinate seeds<br>Diet and nutrition Life Cycles<br>Hospitals, medicines | Pirates sailing the seven seas<br>Treasure maps<br>John Dunlop and John McAdam or similar | | Burning houses artwork | Mini beasts<br>Why can't a meerkat live in the Artic?(Focus curriculum) | |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

| **Year 3 and 4** | Half term 1 | Half term 2 | | Half Term 3 | Half Term 4 | | Half Term 5 | Half Term 6 |
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| Our Islamic Values | **Faithfulness**<br><br>Presenting the prophet faithful friend during migration from Mecca to medina<br><br>**Play: https://youtu.be/Iz-LoVgCsm8** | **Tolerance**<br><br>Ta'if Accepts Islam: Prophet Stories Muhammad, after year of delegation<br><br>https://youtu.be/enphr_owa5w | | **Patience**<br><br>Story of Prophet Yunes patience of a test of the 3 darkness!!<br><br>**https://youtu.be/c2l-MdrBkUY** | **Respectfulness**<br><br>Being dutiful and respectful to our parents<br><br>Tafseer: وقضى ربك...الاية | | **Gratitude**<br><br>The importance of saying Al Hamdou Lilah for Allah's bounty's ,<br>"Learn Al Hamdou Lilah Song:<br><br>https://youtu.be/3oaGmxtbpTU | **Justice**<br><br>Story of the prophet Mohummed for being Just in every action.<br><br>Example of His Daughter Fatima " Hadith" |
| **Developing characters and Values** | **Introducing British Values embedded classroom rules and following instructions** | **Tolerance of those of different beliefs and faiths** | | **Appreciating our four country (UK)and our living** | **Mutual respect**<br>**Freedom of speech** | | **Helping others, piety Ramadhan** | **Democracy and Liberty** |
| Tarbiyya | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** | **FOCUS:** Do | **FOCUS:** | **FOCUS:** | **FOCUS:** |
| **English** | Beawalf ( 3 Weeks)<br>-Diary entry<br>-Note making<br>-Story writing<br>-Play script of a new scene<br>-Writing in role<br>-Persuasive poster/leaflet<br><br>Storm ( 2 Weeks) (missing)<br>-Short newspaper report<br>-Class journal<br>-Writing to a character<br>-Writing in role<br><br>If Storm not found:<br>**Leon and Bob**<br>- Writing in role<br>- Character description<br>- recount ( postcard) | The butter fly lion ( 3 weeks) (new for this year)<br>- Description<br>- Letter writing<br>- Adventure narrative<br>- writing in role<br>- writing from another perspective<br><br>A Nest Full of Stars Poetry Book ( 2 Weeks) (missing)<br>-Listen and respond to poetry - Meaning of performance poetry<br>-Review dialect and standard English | | Gregory Cool (3 Weeks)<br>-Fact files<br>-Story maps - Instructions<br>-Writing in role<br>-Character descriptions<br>-Diary entry<br>-Biography<br><br>Gorilla ( 2 Weeks) -<br>Stories with a familiar setting<br>-Dialogue and play<br>-information text<br>-Write a sequel<br>-Write in role | Greek Myths (all half term)<br>-Newspapers<br>-Letters<br>-Alternative ending<br><br>Poetry Linked to Topic ( 1 Week) | | Pebble in my pocket ( 3 weeks)<br>Raising questions<br>Writing in role<br>Information research and writing<br><br>Hot Like Fire Poetry Book ( 2 weeks)<br>-Listen and respond to poetry<br>-Create descriptive stanzas<br>-Practice performances<br>-Use musical accompaniments<br>-Performance with an effect<br><br>**Let's Think in English Lesson: Shirley** | The Green Ship (4 weeks) -<br>Writing from another characters point of view<br>-Setting description<br>-Write in role<br><br>Into the Forest (3Weeks)<br>-Writing in role (e-mail)<br>-Recount<br>-Rewriting as a play script<br>-Story mapping<br>-Poetry<br><br>**Let's Think in English Lesson: Visitor** |

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| **English Grammar** | *Sentence Work*<br>*-Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because).*<br>*-Expressing time, place and cause using adverbs (for example, then, next, soon, therefore).*<br>*-Expressing time, place and cause using prepositions (for example, before, after, during, in , because of).*<br>*Punctuation*<br>*-Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.*<br>*- Commas to separate items in a list.*<br>*-Apostrophes to mark where letters are missing( contractions) in spelling and to mark singular possession in nouns (for example, the girl's name).* |

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| | *-Introduction to inverted commas to punctuate direct speech.*<br><br>*Handwriting – pupils should be taught to;*<br>*-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.*<br>*-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.*<br><br>*Spoken Language*<br>*-Articulate and justify answers, arguments and opinions.*<br>*-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.*<br>*-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.*<br><br>*Terminology pupil need to know*<br>*Adverbs, preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas ( or speech marks ), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, contraction, comma.* |
| **English - Spelling** | See separate spelling document |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Year 3 and 4**<br>**Maths** | **The Number System: Whole numbers to 1,000 3 weeks**<br>The value of a digit is determined by its position in a number. Place value must be explored in terms of the value of each digit and its overall value, as well as its position relative to other numbers.<br><br>**Calculating, Patterns & Algebra + and – 3 weeks**<br>Calculate don't count on in ones! The big idea is using a whole-part model to picture addition and subtraction. Relate numbers to their parts (partitioning) and to multiples of 10 to bridge multiples of ten.<br>E.g. 8 + 7 = 8 + 2 + 5<br>15 – 8 should be tackled by thinking what needs to be added to 8 to make 15.<br>This is the concept of 'difference'.<br>Drawing bar models will help to picture which operation to do.<br>This should then be applied when calculating with larger numbers.<br><br>**Geometry & Measures 1 week**<br>Children can develop benchmarks to help them to estimate measures. E.g. The height of a door, the weight of a bag of sugar etc. The big idea in geometry is that relationships – connections – are made between shapes. They can be regular or irregular and can be categorised according to their properties including vertices and side lengths.<br><br>**The Number System: Fractions *as* numbers 3 weeks**<br>Fractions are numbers! You can count in fractions just like numbers. They express equal parts of a whole. Equal parts of shapes do not need to be congruent but need to be equal in area.<br><br>**Calculating, Patterns & Algebra X and Division 3 weeks**<br>Multiplication is related to times tables as repeated addition. The big idea is one of 'unitisation' where children count in 'groups of' a number.<br>Division can be seen as 'how many groups of'. The inverse relationship will also be explored through arrays.<br><br>**Statistics 1 week**<br>Data is collected with a purpose in mind and can be represented in different ways | **The Number System: Whole numbers to 1,000 2 weeks**<br>The value of a digit is determined by its position in a number. Place value must be explored in terms of the value of each digit and its overall value, as well as its position relative to other numbers.<br><br>**Calculating, Patterns & Algebra + and – 3 weeks** Calculate don't count on in ones! Use whole-part and relationships to see how numbers relate to each other. This is how the inverse is explored. Drawing bar models will help to picture which operation to do.<br>Mental methods of subtraction (finding the difference) should be used when most efficient.<br>During this unit of work, decomposition subtraction (take away) is introduced. The big idea here is that numbers can be partitioned in different ways.<br><br>**Calculating, Patterns & Algebra: X and ÷3 weeks**<br>The big idea explored in this unit of work is one of scaling: When we multiply by 10, the product is 10 times larger. This understanding is the basis for grid method and formal multiplication.<br>The distributive law is also important as children explore how numbers are partitioned, multiplied and recombined.<br>Multiplication and division's inverse relationship is the basis of solving division problems and finding remainders.<br><br>**The Number System: fractions *of* numbers 2 weeks** Fractions are equal parts of a whole and you can find fractional parts of a number. This whole can be an amount or a number. We can find fractions of numbers<br><br>**Geometry Angles & properties of shape 2 weeks**<br>Angles are measure of a turn and the lengths of lines used to show the angle do not change its size. Shapes can be regular or irregular and can be categorised according to their properties. | **The Number System: Whole numbers to 1,000 2 weeks**<br>The value of a digit is determined by its position in a number. Place value must be explored in terms of the value of each digit and its overall value, as well as its position relative to other numbers.<br><br>**Calculating, Patterns & Algebra + and – 3 weeks** Calculate don't count on in ones! Use whole-part and relationships to see how numbers relate to each other. This is how the inverse is explored. Drawing bar models will help to picture which operation to do.<br>Mental methods of subtraction (finding the difference) should be used when most efficient.<br>During this unit of work, change is found when subtracting amounts of money. Often, 'find the difference' is the most efficient strategy.<br><br>**Calculating, Patterns & Algebra: X and ÷ 3 weeks**<br>The big idea explored in this unit of work is one of scaling: When we multiply by 10, the product is 10 times larger. This understanding is the basis for grid method and formal multiplication.<br>The distributive law is also important as children explore how numbers are partitioned, multiplied and recombined.<br>Multiplication and division's inverse relationship is the basis of solving division problems and finding remainders<br><br>**Measures Time 2 weeks**<br>Time is measured different units/bases from what we are used to with metric measures. There are 60 seconds in a minute, 60 minutes in an hour, 24 hours in a day etc..<br>Therefore children need to use number lines to help them efficiently calculate time differences<br><br>**The Number System: fractions as numbers2 weeks**<br>Fractions are equal parts of a whole which you can count in! Equal parts of shapes do not need to be congruent but need to be equal in area. The other big idea introduced in this unit of work is that our number system is base 10 and decimal fractions 0.1 are linked to other fractions |

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# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Science** | Animals including Humans identify that animals, including humans, need the right types and amount of nutrition, and that 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.<br>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 a solid object find patterns in the way that the size of shadows change.<br><br>Inspiration: visit from Zoo Lab<br><br>Trip to Grant Museum | | Forces and magnets<br>compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>observe how magnets attract or repel each other and attract some materials and not others<br>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.<br><br>Inspiration: Trip to Science Museum to see the Magnetic game at Science Show | | Rocks<br>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. | Plants<br>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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<br>investigate the way in which water is transported within plants<br>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br><br>Grow own produce:<br>Plant day sale for school charity |
| **History** | | | -To place the Victorians on a timeline and consider what life was like for children in this period.<br>- To find out what life was like for poor children in Victorian Britain.<br>- To understand some of the changes that took place for poor children in the 19th century.<br>- To be able to compare modern and Victorian schooling. | -To investigate how Victorian children spent their leisure time.<br>- To find out about daily life for children in Victorian Britain.<br>- To recall information about the life of children in Victorian times. | | |
| **Geography** | -To be able to identify continent of the world<br>-To be able to locate countries on a world map<br>-To find out about some of the key geographical features of each continent | -To be able to locate major capital cities of the world<br>-To be able to use a variety of sources to identify human and physical features in a particular country.<br>- To be able to find similarities and differences between different countries.<br>- | | | | |
| **Art and design** | | | | | | |
| **Artist in Focus** | Henri Cartier-Bresson | | Marcel Duchamp's/Man Ray | | Yinka Shonibar | |
| **DT** | Textiles<br>Making a sun hat | | | | Shell structure<br>Volcanoes | Food and nutrition |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Year 3 $<br>4 PE** | Hockey (SF) and Gymnastics (Forward rolls) | Gymnastics (Backward rolls) and Basketball (IV) | Football (IV) and Swimming | Tennis (NW) and Swimming | Outdoor Adventure and Dance | Dance and Outdoor Athletics |
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| **Computing** | We are communicators – communication/collaboration – communicating safely on the internet | We are network engineers – computer networks – exploring networks including the internet | We are presenters – creativity – videoing performance | We are animators – creativity – videoing performance | We are bug fixers – computational thinking – finding and correcting bugs in programmes | We are opinion pollsters – productivity – collecting and analysing data |
| **PSHE** | Being Me in my World<br><br>Recognise my worth and achievements, personal goals, feeling valued, facing new challenges, rule of law, identifying emotions in others, rules, rights and responsibilities, my actions affect others, behaviour brings rewards and consequences, responsible choices | Celebrating Difference<br>Black History Month<br>Linked<br>Different families, appreciation, conflict in families, calming myself down, witness to bullying, name calling including homophobia, my words affecting others | Through patience we can overcome obstacles, disability, and, learning challenges, and life challenges linked to the stories of the prophets. | Respecting each other's faith, feelings, race and thoughts<br><br>**(Individual liberty)**<br>-Rights<br>-choice<br>-consent<br>-individuality | The importance of Generosity:<br><br>-To know the difference between Zakaat and sadaqa<br>-Smiling is a charity<br>-One of the rule of Law | **Placing things in the rightfulness place:**<br><br>-Justice/fairness<br>-Kind<br>-Polite<br>-Safe<br>-Hardworking<br>-Sensible<br>-care for others |
| **Enrichment** | Grant Museum<br>**Trip to St. Pauls Cathedral** | Museum of London Trip<br>to Gurdwara | National portrait Gallery | British Museum<br>1A centre – clay wheel | Exhibition on Volcano's or geology | Kew Gardens |
| **Non Statutory thoughts and ideas** | | | Relationships – to consider forming relationships with those in the community – the elderly<br>Relationship portraits – child and elderly person.<br><br>(This relationship could then continue to the end of term – writing letters, day trip out, tea party in school.) | Clay | | |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

| **Year 5 and 6** | Half term 1 | Half term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Our Islamic Values | **Faithfulness**<br><br>Tafseer Surat Fatiha and how we needs to be more faithfulness to Allah<br><br>https://youtu.be/-PqP0BCiTIE | **Tolerance**<br><br>Ta'if Accepts Islam: Prophet Stories Muhammad, after year of delegation High level "Duhaa"<br><br>https://youtu.be/T2olGf2r72A | **Patience**<br><br>Story of Prophet Ayub And his Patience<br><br>https://youtu.be/W9WGAexxwfk | **Respectfulness**<br><br>Respecting the parents<br><br>Play Animation and Tafseer the Ayah<br><br>https://youtu.be/F6eDWaBOkMY | **Gratitude**<br><br>The importance of saying Al Hamdou Lilah for Allah's bounty's ,<br>The importance of Thanking people<br>https://youtu.be/3UvxxykPvGg | **Justice**<br><br>The importance of Justice in Society, example of the time of the just leader Umar ibn Al khatab<br><br>https://youtu.be/eiucBgSL-XI |
| **Developing characters and Values** | **Introducing British Values embedded classroom rules and following instructions** | **Tolerance of those of different beliefs and faiths** | **Appreciating our four country (UK)and our living** | **Mutual respect**<br>**Freedom of speech** | **Helping others, piety Ramadhan** | **Democracy and Liberty** |
| Trabiyyah | **FOCUS:** | **FOCUS:**<br><br>**FOCUS:** | **FOCUS:** | **FOCUS:** / **FOCUS:** | **FOCUS:** | **FOCUS:** |
| **English Reading and Writing** | **The Rabbits ( New for this year)**<br>- Poetry<br>- newspaper report<br>- First person diary writing<br>- Information text<br><br>The Highway Man (2 weeks)<br>Poetry<br>-Narrative poetry<br>-Writing in role<br>-Persuasive | Wolf Brother (5 Weeks)<br>- Arguments for and against<br>-Issues and dilemmas<br>-Adventure/horror<br><br>Fire, Bed and Bone (3 Weeks)<br>-Reading journals<br>-Writing in role<br>-Arguments<br>-Evaluation of the book | The London Eye Mystery ( 4 weeks)<br>-Retelling<br>-Story ending (narrative)<br>-Newspaper report<br>-Letter<br>-Authors point of view (explanation)<br>-Report writing<br>-Figurative language<br><br>Love That Dog (2/3 Weeks)<br>Poetry<br>-Analysis of poetry<br>-Narrative poem<br>-Performance of poetry | The Princess' Blanket ( 3 Weeks) Missing<br>-Language features (descriptive writing)<br>-Free verse poetry<br>-Issues and dilemmas<br><br>Possible text to link to Romans | Cosmic (4/5 Weeks)<br>-Newspaper report<br>-Character point of view<br>-Arguments for and against<br>-Play scripts<br>-Emotive writing<br>-Fact and Opinion | Skellig (4 Weeks)<br>-Note taking and redrafting<br>-Letter<br>-Dairy<br>-Paly script<br>-Personal response<br><br>Charles Causley (2 Weeks)<br>Poetry Missing<br>-Comparing poetry<br>-Analysing<br>-Personal response<br>-Performance |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **English Grammar** | *Sentence Work*<br>*-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.*<br>*-Indicating relative degrees of possibility using adverbs ( for example, perhaps, surely) or modal verbs ( for example, might, should, will, must).*<br><br>*Punctuation*<br>*-Brackets, dashes or commas to indicate parenthesis.*<br>*-Use of commas to clarify meaning or avoid ambiguity.*<br>*- Use a colon to introduce a bulleted or numbered list.*<br>*- Use of colon to introduce a list, if the list comes after a complete sentence or independent clause.*<br><br>*Handwriting – pupils should be taught to:*<br>*-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.*<br>*-Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch*<br><br>*Spoken Language* |
| | *-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.*<br>*-Speak audibly and fluently with an increasing command of Standard English.*<br>*-Participate in discussions, presentations, performances, role play, improvisations and debates.*<br>*-Gain, maintain and monitor the interest of the listener.*<br><br>*Terminology pupil need to know*<br>*Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas ( or speech marks ), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.* |
| **English-Spelling** | See separate spelling document |

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| **Year 5**<br>**Maths** | **The Number System: big and small numbers 3 weeks**<br>The value of a digit is determined by its position. Place value must be explored in terms of the value of each digit (additive partitioning) and its overall value, as well as its position relative to other numbers. Large numbers are named in patterns of 3. The number of digits in a number does not necessarily make it larger or smaller e.g. 0.35 < 0.5<br><br>**Calculating, Patterns & Algebra + and – 3 weeks**<br>Can you do it mentally? The big idea is using a whole-part model to picture addition and subtraction. Drawing bar models will help to picture which operation to do. Rounding can help to get a sense of the size of the answer or to find an equivalent calculation, then adjust. Numbers should be looked at before a method is chosen to decide which will be most efficient.<br><br>**Measures 1 week**<br>The smaller the unit, the greater the number of units required to measure i.e. 10mm = 1m.<br><br>**Calculating, Patterns & Algebra X and Division 3 weeks**<br>In Y5, the key is to understand the links between factors, multiples, composite and prime numbers, rather than seeing these as separate facts to be learnt. Factors and multiples are linked in an inverse relationship. Making links and generalisations between facts is a crucial step. If I know… I also know…<br>Many big ideas come together with written multiplication and division!... Unitisation, scaling, inverse relationships, partitioning and recombining and the distributive law.<br>Children must have a firm understanding of what multiplication and division are from previous years, as well as their inverse relationships. They must also see how fractions are connected to division.<br><br>**The Number System: Fractions *as* numbers 2 weeks** Fractions are equal parts of a whole and they represent a relationship between a whole and parts of a whole.<br>Equivalency: fractions that look very different in their notation may be equal or linked to the same idea.<br><br>**Statistics 1 week**<br>Discrete or continuous data is collected with a purpose in mind and can be represented in different ways. The ways data is represented can highlight different aspects and relationships. Inference and deduction must be used and not just retrieval when interpreting. | **The Number System: big *or* small numbers; negative numbers 2 weeks**<br>The value of a digit is determined by its position in a number. Place value must be explored in terms of the value of each digit (additive partitioning) and its overall value, as well as its position relative to other numbers. Large numbers are named in patterns of 3. The number of digits in a number does not necessarily make it larger or smaller e.g. 0.35 < 0.5<br><br>**Calculating X and ÷; Patterns & Algebra; Measures 4 weeks** In Y5, the key is to understand the links between factors, multiples, composite and prime numbers, rather than seeing these as separate facts to be learnt.<br>Links should be developed using scaling: If I know… I also know…<br>They must also see how fractions are connected to division. Converting measures is about equivalence and requires scaling by 10, 100 etc. Children develop benchmarks for different measures e.g. the capacity of a mug, to help estimate.<br><br>**The Number System: fractions and % of numbers 2 weeks**<br>Fractions are equal parts of a whole and % are parts per 100. We can find fractions and % of numbers or amounts.<br>Equivalency: fractions that look very different in their notation may be equal or linked to the same idea.<br><br>**Calculating + and –; Statistics & Measures 3 weeks**<br>The big idea is using a whole-part model to picture addition and subtraction. Drawing bar models will help to picture which operation to do. Rounding can help to get a sense of the size of the answer or to find an equivalent calculation, then adjust. Numbers should be looked at before a method is chosen to decide which will be most efficient.<br>Measures of length, capacity and mass can be converted, added and subtracted. Scales are just another form of number lines.<br>Time is measured different units/bases from what we are used to with metric measures. There are 60 seconds in a minute, 60 minutes in an hour, 24 hours in a day etc.. Therefore children need to use number lines to help them efficiently calculate time differences.<br><br>**Geometry & Measures 1 week**<br>Shapes are categorised according to their properties and can belong to more than one category. 2D shapes in nets define the 3D shapes they can fold into. 3D shapes have faces as well as sides and vertices. Regular shapes have sides and angles which are the same. Angles are measure of a turn and the lengths of lines used to show the angle do not change its size.<br>Area is a measure of square units but with rectilinear shapes, it is linked to multiplication and it has an inverse relationship with side length. However, the relationship is not simple. Increasing or decreasing perimeter does not necessarily increase or decrease area. | **The Number System: decimal fractions 2 weeks**<br>Decimals are an extension of our whole number system. Decimals are a type of fraction. The number of digits in a number does not necessarily make it larger or smaller e.g. 0.35 < 0.5<br><br>**Calculating, Patterns & Algebra: all operations 4 weeks** All four operations are linked through inverse relationships. They should be used in combination, in multi-step problems and to check answers.<br><br>**Geometry: position and direction 2 weeks**<br>Directions and angles are measures of turns. Positions (coordinates) are marked in a quadrant formed by axes found in graph work.<br><br>**The Number System: fractions as numbers 3 weeks**<br>We can add, subtract, multiply and divide with fractions just like we can with whole numbers. However, the answers we find may challenge ideas we have about what happens when we multiply or divide. It is useful to view multiplication as repeated addition when dealing with fractions at this stage. Scaling may also help i.e. 'half as big as this'.<br><br>**Calculating + and –; Statistics 1 week**<br>Can you do it mentally? The big idea is using a whole-part model to picture addition and subtraction. Drawing bar models will help to picture which operation to do. Rounding can help to get a sense of the size of the answer or to find an equivalent calculation, then adjust. Numbers should be looked at before a method is chosen to decide which will be most efficient. Data is collected with a purpose in mind and can be represented in different ways. Numerical data can be discrete or continuous. |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Science** | Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.<br>Living things and their Habitats<br><br>Animals including Humans describe the changes as humans develop to old age. | | | | 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 relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br><br>Forces<br><br>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.<br><br>Inspiration: Space Day<br>Trip to the planetarium | Properties and changes of Materials<br>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets<br>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 through filtering, sieving and evaporating give reasons, based on<br>evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>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 of soda. |
| **History** | | Ancient Benin | | Romans<br>Inspiration: Roman Day<br>Trip to Museum of London | | |
| **Geography** | Desert Biome<br><br>Inspiration: Visit from Zoo about desert biome | Types of settlement<br><br>Distribution of natural Resources<br>Fair Trade<br><br>Inspiration: trip to Horniman museum | Contrasting Localities:<br>Map work<br>Human and Physical features<br><br>Inspiration: the Lake District | Types of Settlements<br>Countries and Cities in the UK | | Economic activities<br>Natural resources<br>Mapping where food has come from<br>Locate foods from world countries<br><br>Inspiration: world master chef<br>Or world food market to sell towards our school charity |
| **Art and design** | Objects with meaning – scrapbooks | | | Mosaics | Abstract Paintings | |
| **Artist in Focus** | Jasper Johns | | Ai Wei Wei | | Judith Scott | |
| **DT** | | Textiles quilts | Structure<br>Den building | | | Food and nutrition |
| **PE** | Swimming) and Hockey (SF) | Basketball (IV) and Swimming | Football (IV) and Swimming | Tennis (NW) and Swimming | Gymnastics and Swimming | Swimming and Outdoor Athletics |

# Assunnah Primary and Nursery School Curriculum Map 2019-2022

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| **Computing** | We are web developers – computer networks – creating a web page about cyber safety | We are artists – creativity – fusing geometry and art | We are architects – productivity – creating a virtual space | We are cryptographers – computational thinking – cracking codes | We are game developers – programmers, developing an interactive game | We are bloggers – communication/collaboration – sharing experiences and opinions |
| **PSHE** | Being Me in my World<br><br>Facing new challenges, personal goals, rule of law, my rights and responsibilities as a British Citizen, making choices about my behaviour, how an individual's behaviour can impact on a group, democracy | Celebrating Difference<br><br>Cultural differences, conflict, racism, attitude towards others, rumour spreading, name calling, bullying, comparing life with people in the developing world, experiencing other cultures | Dreams and Goals<br><br>Growing up, money will help me achieve some of my dreams, jobs, salaries, motivation, a job I would like to do, dreams and goals of young people in a culture different to mine, sponsorship | Healthy Me<br><br>Health risks of smoking, misuse of alcohol, anti-social behaviour, informed decisions, basic emergency first aid, keeping calm, body image, food, respect, healthy lifestyles | Relationships<br><br>My characters and personal qualities, self-esteem, how friendships change, falling out with friends, negotiation and compromise, boyfriends and girlfriends, feeling pressurised, jealously, safety | Changing Me<br><br>Self-image, body image, puberty, looking after yourself physically and emotionally, how babies are made, IVF, becoming a teenager, growing responsibilities transition |
| **Enrichment** | Trip - Mosque – explore how Muslims observe the 5 pillars. | Soundscapes at the National Gallery | Trip to the Lake District | Trip to Museum of London | Planetarium –Greenwich | Master chef or International food market |
| **Non Statutory thoughts and ideas** | Gestation periods of animals<br>Life cycles<br>Sex Ed<br>Puberty<br>David Attenborough<br>Steve Back shall-Deadly 60 | | | | Air Travel<br>Parachutes<br>Rockets<br>Seed dispersal<br>Newton and Galileo<br>Make boats for up thrust<br>How do we use forces to travel the globe? | Heston Blumenthal approach to cooking<br><br>Visit to restaurant – locate where in the world their food came from – mapping this<br>Locally sourced food |