



The West Hampstead Curriculum - A Guide for Parents in Year 4 – 2021-22

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Autumn term. You will receive more information later in the year.

Intent - The West Hampstead Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

West Hampstead Values:

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values , Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.



The Values 2021-22

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community









- Belonging
- Collaboration
- Relationships

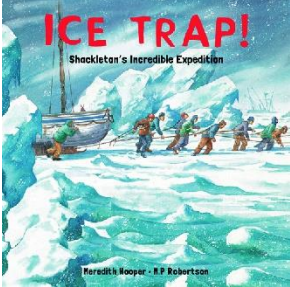

The West Hampstead Curriculum Overview – Whole School Themes 2020-21

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our secret garden.	Carnival of animals. Travellers.
Year 2	Kenya/Growing up/going to school	Toys and Lego	The fire of London.	By the sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	Battle of Britain	The Silk Road	Disasters	Evolution and adaptation

The Year 5 West Hampstead Curriculum Overview – 2021-22

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 5	Shackleton	Ancient Greece – Legends and Legacies	Space	Britain after invasion Saxons / Vikings / normans
Science	Properties and Changes of Materials	Animals including humans	Forces Earth and Space	Living Things
Writing	Ice Trap News Wise – writing newspaper reports	The Adventures of Odysseus Love that dog	Cosmic Oranges in No-Man's Land	The Journey 1066 report
Maths	Reasoning with large whole numbers Problem solving with interger addition and subtraction Line graphs and timetables	Multiplication and division Perimeter and area 2D shape	Fractions and decimals Angles Fractions Decimals and Percentages Transformations	Converting units of measure Calculating with whole numbers and decimals 2D and 3D shape Volume Problem solving

WHPS Curriculum 2021-22 – Journeys					Year 5 - Ernest Shackleton.	
					Essential Knowledge	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> - Who Ernest Shackleton was. - The journeys he undertook and their impact. - Why Antarctica is significant globally. - The human impact on Antarctica. - The reliability of different sources of historical information. 	
<p>Aspiration Responsibility Resilience Consideration Community</p> <div>      </div>					<p>Teachers Subject Knowledge</p> <p> http://www.bbc.co.uk/history/british/britain_wwone/race_pole_01.shtml https://en.wikipedia.org/wiki/Imperial_Trans-Antarctic_Expedition https://en.wikipedia.org/wiki/Commonwealth_Trans-Antarctic_Expedition https://www.coolantarctica.com/Antarctica%20fact%20file/History/Ernest%20Shackleton_Nimrod_expedition.php </p>	
Entry Point		Explore			Trip	Exit Point
<p>Treasure hunt (orienteering skills) to find items from Shackleton's life/journey (e.g. suitcase contents from English lessons) and then chn use their inference skills to deduce who Shackleton was/what he did.</p>		<ul style="list-style-type: none"> • Ernest Shackleton • The Antarctic • The Endurance and the trans-Antarctic expedition. 			<p>Maritime museum Greenwich (and walk past the Cutty Sark)</p>	<p>Display of all work and Windows Movie maker showing soundscape and pictures of Shackleton's Journey</p>







English	Science	History	Geography
 <p>Ice Trap – Meredith Hooper</p>  <p>Newspaper unit using Guardian News wise resources</p>	<p><u>NC: Properties and Changes of Materials.</u></p> <p>I can 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</p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can 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.</p> <p><u>Skills: Working Scientifically</u></p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p>	<p>NC: Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Skills</u></p> <p>I can use historic terms related to the period of study (exploration).</p> <p>I can compare sources of information available for the study of different times in the past.</p> <p>I understand that our knowledge of the past is constructed from a range of sources. (Tools, Everyday objects, jewellery, diaries, letters, primary vs secondary sources).</p> <p>I can understand that the type of information available depends on the period of time studied (coloured and black and white photos).</p> <p>I can notice connections, contrasts and trends over time.</p> <p>I can give some reasons for some important historical events.</p>	<p>I can ask and answer complex geographical questions (How have people affected what it looks like? How could we change this place?).</p> <p>I can identify the position and significance of the Arctic and Antarctic circles.</p> <p>I can understand about weather patterns around the World and relate these to climate zones.</p>

		<p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
Computing		Art and Design	Design Technology
<p><u>Purple Mash</u> E-safety lesson Unit 5.1 Coding (6 weeks)</p> <p>I can I can select appropriate software to use for a given task I can I can confidently use a range of software tools I understand how to choose online content for my age group I can write increasingly complex programs. I can use loops to repeat tasks within a program I can use IF statements to alter the way my programs run. I can explain how increasingly complex algorithms solve a given problem.</p>		<p>I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. L2</p> <p>I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. T1</p> <p>I can mix colours to express mood, divide foreground from background or demonstrate tones. T2</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>I can use my research into existing products and my market research to inform the design of my own innovative product.</p> <p>I can create prototypes to show my ideas I can make careful and precise measurements so that joins, holes and openings are in exactly the right place (Textiles – design a piece of clothing or equipment to help Shackleton on his journey.)</p> <p>I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques including pattern pieces.</p> <p>Design-make-evaluate Technical skills – cutting and sewing</p>
PE	Music	PSHE	RE
<ul style="list-style-type: none"> <u>use running, jumping, throwing and catching in</u> 	<p>Recorder Camden Music</p>	<p><u>Health Education</u></p> <p>To set a goal To review a day's menu and provide feedback on how it can be improved To explain the function of nutrients and fibre</p>	<p>I can use the right names for some Sikh symbols or practices and talk about them.</p> <p>I can start to think about different levels of commitment.</p>

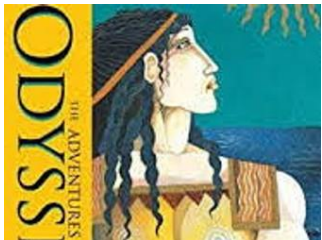
	<p><u>isolation and in combination.</u></p> <p><u>L/O's</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to sustain activity and run continuously without stopping for 3-5 minutes. • Learn and apply the principles of starting fast (standing start). • Master the basic technique for jumping. • Demonstrate the ability to Hop, skip and jump individually and where possible together (triple jump). • Demonstrate how to throw different objects (one arm) as far as they can using good technique. • Apply the throwing skills to a ball/Neurf ball/foam javelin throw. 		<p>To explain the reasons it is important to keep hydrated.</p> <p>To explain that different types and portions of foods and drinks provide different amounts of energy.</p> <p>To identify and interpret information on food labels.</p> <p>Learn how to talk about mental health and wellbeing</p> <p>Know who can help us and how to ask for help</p> <p>Know the difference between a big and a small feeling</p> <p>Learn how to be a good listener</p>	<p>I can talk about some of the things Sikhs do to show their religion is important to them. I can explain that Sikhs' commitment to the religion involves choice.</p> <p>I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>
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Year 5 Topic Map – Autumn Term 2

Beckford Curriculum 2020-21 – Making a Difference					Year 5 – Legends and Legacies.	
					<h3>Essential Knowledge</h3> <p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • The types of information available to us is dependent on the time-period. • The importance of primary and secondary sources, evaluate them and use them to compare information from the past. • The different types of Gods using evidence and compare their hierarchy of importance. • What everyday life was like for a Greek citizen • About the legacy left by the Ancient Greeks 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
Teacher to act unfairly to the class (discrimination) and then introduce the concept of democracy, fairness and equality.		<ul style="list-style-type: none"> • Democracy • Olympics • Art • Architecture • Inventions 			British Museums – Greek Galleries (treasure hunt document and Elgin Marbles lesson)	Elgin marbles lesson (debate)

Year 5 - National Curriculum Objectives - Legends and Legacies – Autumn 2	
Reading	Maths
<p>Reading – Word Reading:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet <p>Reading – Comprehension:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding 	<p>Multiplication and division</p> <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • recognise and use square numbers and the notation for squared (²) • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply and divide whole numbers by 10, 100 and 1000 • multiply and divide numbers mentally drawing upon known facts • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Perimeter and area</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of non-rectilinear shapes <p>2D shape</p> <ul style="list-style-type: none"> • To compare and order angles • To identify right angles • To identify acute and obtuse angles • To investigate angles within shapes

<ul style="list-style-type: none">• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views	<ul style="list-style-type: none">• To compare and classify 2-D shapes• To compare and classify quadrilaterals• To compare and classify right angled and equilateral triangles• To compare and classify isosceles and scalene triangles• To identify lines of symmetry in 2-D shapes• To complete a simple symmetrical figure• To investigate a problem using symmetry	
Writing		
 <p>The Adventures of Odysseus (Pair with Usborne Greek Myths and Marcia Williams)</p>	<p>Balanced argument – Should Odysseus have sacrificed his men or warned them of the danger they faced? To discuss</p> <p>Own myth To entertain</p>	<p>Balanced argument structure: introduce, pros, cons, conclusion <i>On the other hand, in my opinion, some people think</i> Modal verbs Formal tone</p> <p>Tip Top paragraphs Adverbial phrases Pronouns and synonyms Expanded noun phrases The more, the more</p>
<p>Love that dog – Sharon Creech</p>	<p>Class anthology of poems written in response To entertain</p> <p>Review of ‘love that dog’ To discuss</p>	<p>Poems about their city Shape poetry</p> <p>Summary, strengths, weaknesses, own opinion</p>

 <p>Paired with Year 5 poetry anthology , poems from the back of the book</p>		<p>Modal verbs Relative clauses Some; others</p>
<p>Science</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> (grow beans, cress, mini beasts, looking at plants, antartic habitats) Understand how environments change overtime and that these changes can be a threat to living things if they cannot adapt and survive. <p><u>Forces</u></p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>History</p> <ul style="list-style-type: none"> I can use dates to order and place events in a chronological framework, making links between periods (Timeline of all topics studied). I can compare sources of information available for the study of different times in the past. I understand that our knowledge of the past is constructed from a range of sources. (Tools, Everyday objects, jewelry, diaries, letters, primary vs secondary sources). I can notice connections, contrasts and trends over time. I can use evidence to support arguments. 	<p>Geography</p> <ul style="list-style-type: none"> I can understand and explain the differences between geographical and political maps.
<p>Computing</p> <ul style="list-style-type: none"> Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing 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 programs. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. 	<p>Art and Design</p> <ul style="list-style-type: none"> I can use a variety of techniques when I use clay, including slabs, coils and strips. I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. 	<p>Design Technology</p> <ul style="list-style-type: none"> I can use my research into existing products and my market research to inform the design of my own innovative product. I can create prototypes to show my ideas I can make careful and precise measurements so that joins, holes and openings are in exactly the right place (Textiles – design a piece of clothing or equipment to help Shackleton on his journey.)

<ul style="list-style-type: none">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, securely and safely.Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		<ul style="list-style-type: none">I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques including pattern pieces.	
PE - Gymnastics	Music	PSHE	RE
<p><u>Expectation</u></p> <p>In Gymnastics you are able to perform a wide range of movements using travelling and balancing on the floor or apparatus. You can perform movements which are linked in a sequence which involve planned changes of direction and demonstrate accuracy either individually or with a partner which require sustained activity.</p> <ul style="list-style-type: none">Revisit and develop individual moves from year 4 on the floor.Demonstrate year 4 moves and use in a mini sequence.Recap and demonstrate different ways of flight and balance using springboards and beams.Produce a sequence using equipment and covering the five movement categories and including Travel/Rotation/Balance/inversion/flight.	<p>Recorder</p> <p>Camden Music</p>	<p>Relationships and Education</p> <p>To understand deductions from payslips</p> <p>To understanding budgeting</p> <p>To understand reasons for migration.</p> <p>To explore migration.</p> <p>Health and Education</p> <p>To gain an understanding of immunity and vaccines and the importance of vaccination programmes in general.</p> <p>To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living.</p> <p>To understand that if antibiotics are taken, it is important to finish the course.</p> <p>Relationship Education</p> <p>To understand content which may be appropriate or inappropriate to share online</p> <p>To identify appropriate people to turn to for help</p> <p>To understand how to keep safe when cycling.</p> <p>To understand how to keep safe when cycling.</p> <p>To understand gender stereotypes.</p>	<p>I can remember an account of the Christmas story and talk about it.</p> <p>I can talk about what I find interesting or puzzling in the Christmas story, (assessed in the Investigation Lessons).</p> <p>I can tell you the Christmas story and recognise there are different accounts of it.</p> <p>I can talk about some differences in the accounts of the Christmas story that make people ask questions, (assessed in the Investigation Lessons).</p> <p>I can describe what a Christian learns from the Christmas story.</p> <p>I can start to explain that true can mean different things relating to the Christmas story.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>

