Shirley Heath Junior School Curriculum Plan - Autumn 2

Subjects	Year 3	Year 4	Year 5	Year 6
Maths	**Number**: Times tables – 4's **Number**: Multiplication and Division	**Number -** 9 Times Table Focus **Measurement** - Area **Number** – Multiplication and Division A **Number** – Multiplication and Division B	**Number**: Multiplication and Division **Number**: Fractions	**Fractions:** Multiply and divide by integers / other fractions. Fraction of an amount Finding the whole amount of a value when only part of a fraction is given. **Converting Units:** Metric and Imperial Measures Miles and Kilometres
Writing	**Skara Brae – Holiday Brochure** Writing for effect Using persuasive words and phrases Using superlatives for exaggeration Organising writing into pragraphs Using organisational devices (subheadings) **Poetry – I Asked The Little Boy Who Cannot See** Figurative language Similes and metaphors	**The Lost Thing** Writing effective sentences using the third person. Using suffixes and understanding how to add them. Using punctuation for direct speech accurately including commas. Understand simple and progressive tenses. Using persuasive language for advertisements.	**Cosmic** Writing effective sentences in the first person. Using modal verbs and adverbs for possibility. Writing in character. Considering most effective synonym **Excitable Edgar** Writing a seasonal narrative. Description using figurative language. Direct and reported speech.	**Tyger** Using bullet points in non fiction writing Using colons and semi colons for clauses Recognising and using the passive voice Using plural possessive apostrophes. Writing effective sentences for a fantasy, dystopian adventure story.
Reading	**A Christmas Carol** **Fluency** – reading fluently, building upon and applying KS1 phonics knowledge, showing awareness to the punctuation within a text. **Vocabulary** – developing boarder vocabulary **Comprehension Skills** - Retrieving information from a non-fiction text **Reading for Pleasure** – developing stamina and frequency of independent reading. Discovering new genres and authors through book club.	**The Fastest Boy In The World** **Fluency**- reading with some expression and awareness to volume, smoothness and pace. **Vocabulary**- developing broader vocabulary, checking for understanding within context, applying vocabulary independently. **Comprehension Skills** – Retrieving information, predicting next events, inferring meaning. **Reading for Pleasure** – developing stamina and frequency of independent reading. Discovering new genres and authors through book club.	**Cosmic** **Fluency –** Applying reading theatre understanding across a larger text. **Vocabulary** – checking for understanding, using vocabulary in a wider range of situations, using dictionaries to define unknown words. **Comprehension Skills -** Retrieving, defining, summarising, inferring, predicting and exploring. **Reading for Pleasure** – developing stamina and frequency of independent reading. Discovering new genres and authors through book club.	**Tyger** **Fluency –** Applying reading theatre understanding across a larger text. **Vocabulary** – Answering SATS style define domain questions. Using context to decipher meaning of unfamiliar tier 2 words. **Comprehension Skills** – Answering multi-domain SATs style comprehension questions – referring to evidence. **Reading for Pleasure** – developing stamina and frequency of independent reading. Discovering new genres and authors through book club.
Science	**'How do magnets work?' Forces and magnets (Physics)** Describe what a force is and what it is measured in. The effects of friction on surfaces. Investigating and observing how magnets effect different items.	**'How useful is electricity?' Electricity (Physics)** Identifying common appliances that run on electricity. Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches	**'How similar are we to other animals?' Lifecyles (Biology)** 1. What are the differences between mammals and birds? 2. What are the differences between reptiles and amphibians? 3. Do all insects have the same	**Evolution and Inheritance (biology)** Explain why family members can look similar. Define the terms adaptation and environment. Explore the key events in the life of Charles Darwin.

	Investigating the strength of magnets using paperclips. Identifying poles on a magnet and looking at compasses. Magnets in everyday life and their uses.	and buzzers. Identifying whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognising some common conductors and insulators.	lifecycle? 4. How do plants reproduce? What are the two main types of reproduction?	Explain Darwin's theory of evolution by natural selection. Compare the ideas of Darwin to other scientists.
Geography	**<u>All about Shirley</u>** What type of settlement is Shirley? How has Shirley changed? Using an OS map to plan a route Fieldwork- How is the land used in Shirley? Draw my own map of Shirley	**<u>Raging Rivers</u>** Understand the journey of a river Locate UK rivers on a digital map What is the water cycle? What is flooding and how does it impact people's lives? How do rivers shape our land?	**<u>The Arctic</u>** What is the difference between The Arctic and The Antarctic? What is the Arctic Circle? What are the physical features of the Arctic? What is the biome and climate of the Arctic? How are lives of an Inuit different to your life? What effect does Global Warming have on the Arctic? How is the land used and how can we protect it?	**<u>Amazing America</u>** Locate and name the countries of North America To understand and compare time zones What is the Grand Canyon? Why do people visit New York? Which US state would you like to live in?
History	**N/A**	N/A	N/A	N/A
D.T.	**<u>Photo Frames</u>** Investigate a range of different free-standing structures. Explore paper, how to strengthen paper and how to make structures. Explore a range of photo frames, commenting on the target audience, aesthetics and how the photo frame is able to stand freely. Create a photo frame with a target audience.	**<u>Textiles: Festive Felt Decorations</u>** Learn and practise simple joining techniques using running stitch and over stitch, Design and make their own seasonal decoration. Evaluate their decoration.	**<u>Food and Nutrition</u>** To understand the principles of a healthy and varied diet. To understand where food comes from. Design, make and evaluate focaccia bread.	**<u>Food and Nutrition</u>** Explore where food comes from, how it is grown/reared/caught/processed, and make informed choices about healthy, seasonal ingredients. Design, make, and evaluate savoury muffins, applying technical skills, nutrition knowledge, and creativity.
Music	**Glockenspiel Stage 1** Keeping the pulse. Understanding musical structure. Playing music on an instrument (brass or glockenspiel).	**4HW and 4LT – Glockenspiel Stage 2; 4CN Brass** Keeping the pulse. Understanding musical structure. Playing music on an instrument (brass or glockenspiel).	**Young Voices** Continuing to learn the songs and dances in preparation for the concert.	**Classroom Jazz 2** All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues- listening and appraising. Playing instruments (glockenspiels) and improvising.
PE	**<u>Fitness Unit 1</u>** We are learning…	**<u>Football</u>** We are learning...	**<u>Football</u>** We are learning...	**<u>Football</u>** We are learning...

	1. to use coordination in our exercise. 2. to keep moving even when we are tired. 3. what and AMRAP stands for and participate in it. 4. to identify what we find challenging and why. 5. to work under time pressure. 6. to beat our previous score and work out the difference in scores. **Gymnastics** We are learning... 1. to show extension and tension in our actions. 2. to move in and out of contrasting shapes with fluency. 3. to perform a sequence using different types of rolls. 4. to perform different shape jumps from low apparatus with control 5. to perform a short group sequence in unison, taking weight on hands. 6. to create and perform a group gymnastics sequence using the skills learned in this unit	1. to run onto the ball to receive it. 2. to explore front and goal-side marking techniques. 3. to perform a standing tackle to dispossess an attacker. 4. to dribble, showing good control to progress forward. 5. to pass and receive the ball over longer distances. **6.** to perform passing and moving with a teammate. **Dance** We are learning... 1. to create a secret agent solo dance. 2. to remember, perform and master an agent phrase. 3. to develop a trio dance using relationship variations 4. to create a combat trio 5. to use gestures to create a secret mission ending. 6. to perform a secret agent dance with control, precision and skill.	1. to turn with the ball. 2. to travel quickly and effectively when running with the ball. 3. to combine running with the ball and sending it into space. 4. to maintain position when attacking to create space. 5. to perform a stepover to beat a defender. 6. to control a bouncing ball, keeping it close to the body. **Gymnastics** We are learning... 1. travel by taking weight on our hands and use it in a sequence 2. to create and perform a partner sequence using symmetry. 3. to create and perform a partner sequence using asymmetry. 4. to perform a counter-balance with a partner. 5. to perform smooth transitions between counterbalances using different levels. 6. to evaluate each other's work and suggest improvements.	1. to set up a shooting opportunity for a teammate. 2. to restrict an opponent's space by defending with my partner. 3. to perform a penalty kick with power and accuracy. 4. to attack and shoot as a pair. 5. to perform the role of cover defender to stop the opposition's attack. 6. to use close control to keep possession of the ball under pressure. **Gymnastics** We are learning... 1. to use controlled flight onto high apparatus. 2. to develop and apply the roles of base and flyer in a balance sequence. 3. to perform more advanced partner balances and evaluate others' work 4. to explore and apply rhythmic gymnastics movements using equipment and music. 5. to use musicality and timing in a group rhythmic gymnastics sequence. 6. to combine partner balances and rhythmic gym skills in a polished group performance.
Art	N/A	N/A	N/A	**N/A**
RE	**Christianity - What is the Trinity and why is it important for Christians?** To build on their understanding from Key Stage 1 of the significance of Jesus and God to Christians by exploring what the Trinity is	**Hinduism - What does it mean to be a Hindu in Britain today?** In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories	**Islam - What does it mean to be a Muslim in Britain today?** To learn about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today	**Christianity – Why do Christians believe that Jesus was the Messiah?** To learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.
Computing	**Kodu** 1. Create a 3D world using various design tools. 2. Write a program to control a character using inputs.	**eBook Creation** 1. Create the front cover of an eBook. 2. Add pages to an eBook and hyperlink these to aid user navigation. 3.Use keyboard shortcuts to speed up	**Scratch** 1. Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer.	**Scratch** 1. Program inputs for control, selection (conditions) and sensing for interaction and data variables for scoring and a game timer.

	3. Write a program with conditions to create an if statement. 4. Write a program with variables. 5. Add a multi-player aspect. 6. Program operators to achieve a score and win game.	actions.	2. Program distance sensing and movement. 3. Program Inputs, outputs, loops, selection, sensing and variables. 4. Program list variables that chooses randomly.	2. Program distance sensing and movement. 3. Program Inputs, outputs, loops, selection, sensing and variables. 4. Program list variables that chooses randomly. 5.Debugging to find issues and problems.
MFL	**French- Games and Songs** Numbers – 11-20 Games and activites 3 animals (Le Fermier dans son pré)	**Pocket Money (L'argent de poche)** Expressing opinions about likes and dislikes (toys and food). Numbers from 20 - 30.	**I am the music man** Music genres Musical instruments Asking questions Expressing opinions	**French- Then and now** Shops around town Clothes Colours
PSHE	Families Family Conflict Witness and Feelings Witness and Solutions Words That Harm Celebrating Difference: Compliments	Judging by Appearances Understanding Influences Understanding Bullying Problem-Solving Special Me Celebrating Differences: How We Look	Different Cultures Racism Rumours and Name-Calling Types of Bullying Does Money Matter Celebrating Difference Across the World	Am I Normal? Understanding Difference Power Struggles Why Bully? Celebrating Difference 1 Celebrating Difference 2