

**Junior School Curriculum Overview - Summer Term 2024**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **English** | * SPaG
* Reading
* Handwriting
* Comprehension
* Daily Phonics
* Weekly spellings
* Creative Writing (Castles)
* Recounts
 | * SPaG
* Reading
* Handwriting
* Daily phonics
* Weekly spellings
* Comprehension
* Instructions
* News
* Invitations
* Story writing
 | * SPaG
* Handwriting
* Weekly spellings
* Reading
* Reading Comprehensions
* Handwriting
* Narrative
* Poetry
* Letter to inform
* Leaflet
* Poster
* Advertisement
 | * SPaG
* Reading
* Reading comprehensions
* Handwriting
* Weekly spellings
* The Explorer class text
* Scene setting
* Letters
* Adventure narrative
* Persuasive writing
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| **Mathematics** | * Multiplication and division
* Fractions
* Position and direction
* Place value
* Money
* Time
 | * Length and height
* Position and direction
* Time
* Statistics
* Mass, capacity and temperature
* Consolidation of four operations and place value
 | * Times Tables
* Investigations
* Fractions
* Money
* Time
* Shape
* Turns and Angles
* Statistics
 | * Times tables
* Money (decimals)
* Time
* Statistics
* Shape- quadrilaterals, triangles, acute and obtuse angles, symmetry
* Position and direction
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| **Science** | **Plants*** What plants need to grow
* Planting project (Castle garden)

**Materials and their Properties*** Identifying materials
* Properties and uses of materials
 | **Materials*** Working scientifically to find out about the properties of different materials

**Scientists and Inventors** * Finding out about different scientists and engineers and their work
* Working like a scientist and engineer
 | **Plants and habitats*** Conditions needed for plant growth
* Different habitats, food chain and food webs
* Importance of insects such as bees
 | **Materials and their Properties*** Investigation the function and properties of different materials

**Sound*** Sound
* Role of human ear
* How sound travels and vibrations
* Musical instruments
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Humanities** | * History of Castles
* Identify parts of a castle/castle grounds
	+ Jobs in a castle
	+ Weaponry - attack and defence
* Geography of Castles
	+ Understand and draw plans of castles
	+ Draw a line map of a journey
 | * History of the Seaside
	+ When and how seaside holidays became popular
	+ What seaside holidays were like 100 years ago
	+ Similarities and differences between seaside holidays now and in the past
* Geography of the Seaside
	+ Where are our seasides?
	+ Features of the seaside
 | * History - The Celts
	+ Using primary artefacts to find clues about Celtic life
	+ Ordering historical events chronologically
	+ Roundhouses
	+ Hill forts
	+ Roles within a Celtic settlement
	+ The life of Boudicca
	+ Celtic clothing and weaving
	+ Celtic food and drink
	+ Trip to Celtic Harmony
* Geography – The production of chocolate
	+ How cocoa trees grow
	+ Pod to Product
	+ Fairtrade
	+ Life of a farmer
* Geography - Weather
	+ Making a weather station to investigate daily weather
	+ Comparing weather in other countries
 | **History - The Vikings*** Who were the Vikings
* Viking Voyages and longships
* Why the Vikings came to Britain
* Viking warriors
* Attack at Lindisfarne
* Alfred the Great
* The Danelaw
* Viking Day (during activity week)

**Geography - Rainforest*** Climate zones around the world
* Tropical rainforests
* Different layers of the rainforest
* South America
* Amazonian Rainforest
* ‘Biome in a box’ project
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| **Religious Education** | **Places of Worship:** * Talk about a place that is special to them
* Understand what worship is
* Name some places of worship and learn about them
 | **Ceremonies:** * Describe what a ceremony is
* Aqiqah (Islam)
* Bar/Bat Mitzvah (Judaism)
* Dastar Bandi (Sikhism)
* Hindu wedding (Hinduism)

**Special Places** * Mosques
* Gurdwaras
* Buddhist temples
* Making comparison and designing a special place
 | Bible stories* Joseph and his Brothers
* The Prodigal Son
* The Lost Sheep

Hinduism* Who founded Hinduism and where
* Hindu Symbols
* Hindu Deities
* Special Places
 | * Parables of Jesus
* Judaism
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **PSHE** | **Yea 1 & 2 study the same topics but complete different, age appropriate activities which build upon progression from previous years.****Aiming High:** Children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future,with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this,some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.**Growing Up and It’s My Body:** This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences**Money Matters:** This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need. | **Money Matters:** This unit encourages children to think about where money comes from, how it can be used and how to save. How we spend money, why people might need to borrow money and the consequences of this. We will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending.**Growing up:** This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and bodies, keeping their bodies safe and sharing their feelings in response to life experiences. | **Safety First:**Children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol.Children will look at first aid.It**’s My Body:**Children learn about looking after their bodies, sleep and exercise, diet, cleanliness, safer choices and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. |
| **Computing** | * Technology around us
* Writing Text
 | * Stop Motion Animation
* Scratch for iPad
 | * Using the Web for Research
* Scratch Programming
 | * Manipulating Graphics
* Advanced Word Processing
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| **Physical Education** | In P.E. we will be covering the following:AthleticsIn Games we will be covering the following: Cricket | In P.E. we will be covering the following:AthleticsIn Games we will be covering the following: Cricket | In P.E. we will be covering the following:AthleticsIn Games we will be covering the following: Cricket | In P.E. we will be covering the following:AthleticsIn Games we will be covering the following: Cricket |
| **Swimming**  | * Water confidence
* Aquatic skills to develop their kicking and stroke technique
* Submersion
* Rotation
* Entry skills
 | * Water confidence
* Aquatic skills to develop their swimming technique in 3 main strokes.
* Submersion
* Floatation.
* Entry skills.
* Endurance and swimming for speed.
* Gala practice
 | * Water confidence
* Aquatic skills to develop their swimming technique in all 4 strokes.
* Submersion
* Floatation.
* Water safety skills
* Rotation
* Sculling
* Entry skills.
* Endurance and swimming for speed.
* Gala practice
 | * Water confidence
* Aquatic skills to develop their swimming technique in all 4 strokes.
* Submersion
* Floatation.
* Water safety skills
* Rotation
* Sculling
* Jumping/Diving
* Distance and speed swimming
* Gala practice
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| **French** | * Numbers 11-20 (oral only)
* Goldilocks
* French digrammes (digraphs) with simplified Goldilocks
* Culture: The Loire & its castles
 | * Numbers 1-31
* Days of the week
* Months of the Year
* Birthdays – J’ai xx ans
 | * Describing a monster
* Body parts
* Adjectives – colours and personality
* Name and age
 | * Food
* Opinions
* Adjectives
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| **Spanish** | * Days of the week
* Food with The Very Hungry Caterpillar Story
* Likes and dislikes
 | * Adjectives -colours and connectives
* Shapes
* Construction sentences with the verb to be = es
 | * Colours
* Pets
* Likes and dislikes
* La Tomatina Festival
 | * Wild animals
* Adjectives – colours to describe animals and personality
* Opinions – like / dislike / love / I am mad about because + adjective
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| **Art** | * Self Portraits (Castles)
* Knight’s Shield Design
* Mechanisms in Moving Pictures
 | * Roald Dahl inspired art including dreamcatchers and Roly Poly birds
* Beach huts
* Ice creams collages
* Observational drawings
 | * Designing, producing and evaluating chocolate bar packaging
* Celtic Art - Celtic patterns and lettering using watercolours
* Celtic Weaving - experimenting with design and texture
* Learning about and creating art inspired to Wassily Kandinsky
 | * Aboriginal Art
* Investigating watercolours
* Flowers
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| **Music** | * Imagination and music
* Glockenspiel improvisation and performance
* Summer themed songs and concert performance
* Introduction to the orchestra
 | * Ukulele composition and performances
* Summer themed songs, and concert performance
* Pulse, Pitch and Tempo
* Orchestral instruments
 | * Rhythm and pulse
* Introduction to body percussion through rhythm games & singing.
* Listening and composition work using body percussion.
* Rap Music – learning about the history of rap music, features of rap songs, and composing their own rap songs in small groups and pairs.
 | * Popular Music of the 20th & 21st Centuries – learning about some of the famous bands & musicians throughout these years. Learning to sing and perform some of their most famous songs.
* Animal Crackers – An introduction to descriptive and programme music, looking at some of the music of Saint-Saens and Prokofiev.
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