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| **Curriculum Content** | **Year 3 / 4** | | | **Year 5 / 6** | | |
| **Maths** | All year groups to follow the National Curriculum | | | | | |
| **Writing – all year groups – to include some classical texts** | * Writing to inform (Non-fiction) * Writing to persuade * Writing to entertain (including stories) * Writing to discuss | | | | | Y6 – Preparing Poems |
| **Reading – including Guided Reading** | * Units of writing based around texts * Read easily, fluently and with good understanding * Read widely and often for pleasure and for information * Acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions * Use discussion in order to learn | | | | | |
| **Music** | Listening and Appraising; Musical Activities - creating and exploring; Performing | | | | | |
| **British Values** | Thursday teacher assembly using ‘In the News’ and cross-curriculum links. | | | | | |
| **Y3/4 Stories, stones and soil** | | **Autumn Term** | | | **Y5/6 Through the Keyhole** | |
| **Science** | Rocks and Soils | | | Circulatory system, impact of diet, drugs and lifestyle  Circuits | | |
| **History / Geography** | Stone Age to Iron Age | | | Non-European Study – Mayan Civilisation | | |
| **RE – greed syllabus** | How do you start your journey of faith? | | | What are the rules religious leaders live by? | | |
| **Computing** | Programing animation / fixing bugs | | | Cracking Codes / online safety | | |
| **MFL** | Greetings; Numbers; Months; Food and snacks | | | Describing people; Nationalities | | |
| **Art / DT** | Designing clothing, clay necklace, cave paintings, stone age silhouettes | | | Perspective, food tasting, shading | | |
| **PE / Games** | Invasion games, ball skills; Y3/4 swimming | | | | | |
| **PSHE** | Team Assemblies | | | | | |
| **Y3/4 Can you walk like an Egyptian?** | | **Spring Term** | | | **Y5/6 Read all about it!** | |
| **Science** | Healthy Eating, moving and growing  Magnets and Friction | | | How we see things / light | | |
| **History** | Ancient Egypt | | | The Victorians – Monarchs/Local History Study | | |
| **RE – Agreed Syllabus** | RE:  If life is a journey how does it end? | | | RE:  Is the impact of faith always positive? | | |
| **Computing** | Understanding networks / creating videos | | | E-safety / blogging | | |
| **MFL** | Days of the week, body parts, numbers, animals | | | Weather, directions, opinions | | |
| **Art / DT** | Egyptian water garden, mixed media collage | | | William Morris press-printing, Sewing Victorian cross-stitch samplers, rod puppets | | |
| **PE / Games** | Gymnastics and dance; Y3/4 swimming | | | | | |
| **PSHE** | Team Assemblies | | | | | |
| **Summer Term – PASSPORT TO THE WORLD** | | | | | | |
| **Science** | Helping Plants Grow Well,  Light and Shadows | | | Classification of micro-organisms, plants and animals  Evolution and Inheritance | | |
| **History / Geography** | Spixworth or  The Broads | | | European Place study: Spain  Physical geography | | |
| **RE – Agreed Syllabus** | Why do people go on a pilgrimage? | | | Does religion encourage people to think of the world as one big family? | | |
| **Computing** | E-safety / collecting and analysing data | | | Geometric art / understanding virtual space | | |
| **MFL** | Food shopping, opinions | | | Telling the time, hobbies | | |
| **Art / DT** | Landscapes : sketching and drawing | | | Picasso pottery, controllable vehicles | | |
| **PE / Games** | Athletics, cricket, rounders | | | Athletics; cricket, rounders  Y5 Swimming and water safety; Y6 non-swimmers | | |
| **PSHE** | Sex and Relationship Education; Team Assemblies | | | | | |
| **Enrichment** | | | | | | |
| Theatre Group – Sleeping Beauty  Maths Puzzle Day  NSPCC Speak Out Stay Safe  Harry Potter Studio Tour | | | | | | |
| Christmas concert  Castle Visit - Egyptians | | | Summer concert  Museum Visit - Victorians | | | |



**Woodland View Junior School – Curriculum Overview 2018-2019**