

## Great Massingham Juniors Curriculum Map 2017-2018

<b>Academic YEAR 2016-17</b>					
	<b>Autumn Rivers and Settlements</b>	<b>Spring 1066 and all that</b>	<b>Summer The World Cup - Russia</b>	<b>Apps, Websites and Resources</b>	
<b>English</b>	<p style="text-align: center;"><b>Novel:</b> <b>Wind in the Willows</b> by Kenneth Grahame</p> <p style="text-align: center;"><b>Wonder</b> by R.J.Palacio Links with PSHE - The Anti-bullying Shed (Literacy Shed)</p> <p style="text-align: center;"><b>Big Writing:</b> Diary(Recount), Portrait (Descriptions), Newspaper Article (Report), Speech (Persuasive)</p> <p style="text-align: center;"><b>Poetry/Plays/Presentations:</b> List Poems Advice from a River by Ilan Shamir</p> <p style="text-align: center;">Vultures - Richard Seal Being Bullied - Jan Alison A Different Path - Mark Bird</p>	<p style="text-align: center;"><b>Novel:</b> <b>Beowulf</b> by Michael Morpurgo</p> <p style="text-align: center;"><b>Big Writing:</b> Explanations, Myths and Legends (Short stories), Scripts (Plays), Different points of view (Persuasive)</p> <p style="text-align: center;"><b>Poetry/Plays/Presentations:</b> Kennings - From Vikings to present day. Short Poems</p>	<p style="text-align: center;"><b>Novel:</b> TBC</p> <p style="text-align: center;">The World Cup Shed (Literacy Shed)</p> <p style="text-align: center;"><b>Big Writing:</b> Formal Letter, Adverts (Persuasion) Instructions, Non-chronological Report Short Story.</p> <p style="text-align: center;"><b>Poetry/Plays/Presentations:</b> Narrative Poems - Poems that tell a story</p>	<p>Literacy Shed</p> <p>KS2 Bitesize</p> <p>Teach-it</p> <p>Primary Tools</p> <p>Class Clips Literacy (Spelling and Grammar)</p> <p>Study Zone</p> <p>Poetry Soup</p> <p>Spellits BBC</p> <p>Spelling City</p>	
	<b><u>Spelling and word choices</u></b>				
	<p>Use a dictionary to check the spelling of words. Distinguish between homophones and often misspelt words. Pupils use their knowledge of morphology and etymology in spelling. (5+6) Use prefixes and suffixes and understand how to use them. Curriculum spelling lists 3+4 / 5+6</p>				
<b><u>Handwriting</u></b>					
<p>Use horizontal strokes that are needed to join letters. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best for the task.</p>					

	<p style="text-align: center;"><b><u>Reading and Comprehension:</u></b></p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Show understanding of what is read by asking questions and using dictionaries to check meaning of words.  Read for a range of purposes.  Retrieve and record information from non-fiction text.  Draw inferences such as inferring character's feelings, thoughts and motives from their actions.  Justify inferences with evidence from the text.  Predict what might happen.  Discuss words and phrases that capture the reader's interest and imagination.  Identify main ideas and summarise these.  Read books that are structured in different ways and identify how language, structure and presentation contribute to meaning.  Identify themes and conventions in a wide range of books.</p>			
<p style="text-align: center;"><b>English Grammar, Punctuation and Vocabulary</b></p>	<p>Year 3+4</p> <p>Preposition, Conjunction, Word Family, Prefix Standard English, Determiner, Pronoun, Possessive pronoun, Fronted adverbial Subordinate Clause Present perfect tense, Direct speech, Consonant, Consonant letter, Vowel, Vowel letter Inverted commas, Noun, Noun phrase, Suffix, Command Compound , Verb tense (past, present + progressive), Apostrophe, Comma.</p>			
	<p>Year 5+6</p> <p>Modal Verb, Relative Pronoun, Relative Clause, Parenthesis Brackets, Dash, Cohesion, Ambiguity, Adverbials of time, place and number, Subject, Object Active and Passive, Synonym, Antonym, Ellipsis Hyphen, Colon, Semi-colon, Bullet points Future simple/progressive/perfect progressive.</p>			
<p style="text-align: center;"><b>Maths</b></p>	<p>Number and Place Value  Addition and Subtraction  Multiplication and Division  Geometry  Fractions including Decimals and Percentages  Measurement  Statistics</p>	<p>Number and Place Value  Addition and Subtraction  Multiplication and Division  Geometry  Fractions including Decimals and Percentages  Measurement  Statistics</p> <p>Algebra (Year 6)  Ratio and Proportion (Year 6)</p>	<p>Number and Place Value  Addition and Subtraction  Multiplication and Division  Geometry  Fractions including Decimals and Percentages  Measurement  Statistics</p> <p>Algebra (Year 6)  Ratio and Proportion (Year 6)</p>	<p>Mathematics Shed</p> <p>KS2 Bitesize</p> <p>NRich Maths</p> <p>TES Connect</p> <p>Mr Barton Maths</p> <p>My Maths</p> <p>Maths Salamanders</p> <p>Sumdog</p>

**Science  
Year 5 & 6**

**Years 3&4**

**Earth and Space**

Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the Sun across the sky in terms of the Earth's rotation and that this results in day and night.

**Light**

Use the idea that light from sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows

**Plants - Roots and Shoots**

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  
Investigate the way in which water is transported within plants  
Explore the part that flowers play in the life cycle of flowering plants, including  
Pollination, seed formation and seed dispersal.

**Electricity**

Identify common appliances that run on electricity.  
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
Identify 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.  
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
Recognise some common conductors and insulators, and associate metals with being good conductors.

**The human body (including Puberty and gestation)**

Name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems. Children can also describe and compare different reproductive processes in animals including humans. Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function

**Rocks - Rocks and Fossils**

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

**Animals including Humans - Fit for Success**

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.

**Living Things (Habitats)**

Children can construct and interpret food chains. Explain how environmental changes may have an impact on living things

**Life Cycles**

Children can describe and compare different life cycles, in animals including humans.

**Forces and Magnets - Amazing Magnets**

Compare how things move on different surfaces.  
Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  
Observe how magnets attract or repel each other and attract some materials and not others.  
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.

**Light - Light and Shadows**

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 an opaque object  
Find patterns in the way that the size of shadows change.

<p><b>RE</b></p>	<p>Sikhism Origins: the story of Guru Nanak and how he spread the four founding beliefs. Gobind Singh and the meaning of the Baisakhi Festival. Exploring notions of belonging and identity: The Khalsa. The 5 ks and what each means to the Sikhs. Holy book: the significance &amp; reverence attached to the Guru Granth Sahib. What happens inside the Gurwara.</p> <p><b>CHRISTMAS AROUND THE WORLD</b> Class investigate how friends or relatives abroad celebrate Xmas Mexican Xmas: their children's focus on the Posadas, Pastorelas &amp; Nacimiento Russian Orthodox Xmas: Christmas or New Year? Fasting &amp; feasting; the origin and tale of Babushka Australian Xmas: how the S Hemisphere climatic contrast alters the nature of Christmas festivities</p>	<p>Multi-faith: Festivals Sikh Festivals: Midwinter Maghi; celebrations for Guru Nanak; the story of the Guru's cloak and Sikh celebration of Diwali Chinese New Year: customs involved in the Buddhist celebration of wealth, health, happiness &amp; success Jewish Passover: The story of Moses until the crossing of the Red Sea; how Jews commemorate the Passover today</p> <p>FAITH LEADERS (JESUS THE TEACHER) Identifying New Testament stories which highlight Jesus's messages to the world: the Roman Soldier &amp; the Widow's coin; Lazarus and the Rich Man; the Good Samaritan Jesus' actions in the lead up to Easter The Resurrection and why Easter is important to Christians</p>	<p>Multi-faith - The Journey of Life How death ceremonies are important to us How Christians mark a person's death What Christians believe about life after death What may Heaven be like? Comparing other religions: How do Sikhs or Hindus differ in their beliefs and ceremonies around death?</p> <p>FAITH LEADERS (JESUS THE HEALER) Identifying New Testament stories which highlight the good Jesus did: Four men on a roof; the Miracle at Bethesda; Calming the Storm; Healing the Blind and Lepers Lessons from these stories about charity, gratitude and thankfulness; how are the needy cared for in today's world?</p>		
<p><b>ICT</b></p>	<p>ICT Basics and Assessment</p> <p>Online Safety</p> <p>Coding starter units for individual year groups.</p> <p>Research and present information.</p>	<p>Research and present information.</p> <p>Coding Year 3 - Sequence and animation. Year 4 - Introduction to variables Year 5 - Speed, direction and coordinates. Year 6 - More complex variables.</p>	<p>Research and present information.</p> <p>Coding Year 3 - Conditional Events Year 4 - Reputation and loops Year 5 - Random Numbers and simulations Year 6 - Object properties.</p>		
<p><b>History</b></p>		<p>1066 AND ALL THAT The Viking settlement in the North: evidence from Yorvik Anglo-Saxon &amp; Viking place names in Norfolk and beyond. Further Viking invasions &amp; Danegeld. England under Edward the Confessor. Debating the credentials of the candidates for the throne. The unfolding of events in 1066.</p>	<p>BENIN The world c. 1000AD: contrasting Saxon Britain with West Africa. Benin's unique art, skilled craftsmanship &amp; multitudinous trades. Methods of law &amp; trading. Benin's alternative kind of 'democracy' and set of beliefs. Modern day Benin City (Nigeria).</p>		
<p><b>Geography</b></p>	<p>RIVERS and SETTLEMENTS</p> <p>How rivers begin: the Water Cycle. West Acre Field Study: measuring the width, depth &amp; flow of the River Nar. How erosion creates river features such as meanders and waterfalls.</p>		<p>WORLD CUP TOPIC: EUROPEAN LOCATION RUSSIA Origins and historic expansion of Russia. Issues of longitude &amp; latitude: its huge range of vegetation belts, environmental regions and climate zones. How Russia's natural resources 'fuels' modern Russia.</p>		

	Tracing the course of the River Severn. Identifying settlements which have developed by rivers: River Severn & Norfolk examples. Rivers: friend or foe? Examining benefits and dangers; study a recent example of flooding, considering what could be done to prevent re-occurrence		Examining physical change and human activity along one Russian river. Individual projects: fact file, maps, investigating the economy and creative task involving one 2018 World Cup country.	
<b>Art + DT</b>	<p><b>River Art Inspired by Monet</b> Create sketch books and record observations; Improve mastery of art and design techniques including painting; Learn about great artists.</p> <p><b>Monet's River Thames series</b> <b>Impressionism</b> <b>Painting 'en plain air'</b> <b>Painting the River Thames Monet Style</b></p>	<p><b>Viking Boat</b> Designing and Making. Recognise that the design has to meet certain needs, Think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p><b>Bayeux Tapestry</b> Embroidery that tells a Story</p>	<p><b>People in Action</b> Rehearse body gesture movement. Discuss work of artist who show movement. How can movement be represented? Use of collage, montage, print making.</p> <p>Portraits by Picasso</p>	
<b>PE</b>	Gymnastics	Swimming	Athletics	
<b>Music</b>	Whole Class Teaching Norfolk Schools Music Service Xylophones	Whole Class Teaching Norfolk Schools Music Service Xylophones	Whole Class Teaching Norfolk Schools Music Service Xylophones	
<b>MFL</b>	<p><b><u>Year 3 Spanish</u></b> Greetings - How are you? Goodbye. Commands Days of the week. Numbers 1-10</p> <p><b><u>Year 4 Spanish</u></b> Revise Greetings including reading and writing. Ask questions on age and name. Use dictionary for new vocabulary Months and Seasons Dates Christmas</p> <p><b><u>Years 5&amp;6 French</u></b> Year 5 = Rigolo 1 Bonjour En Classe Mon Corps La Famille Joyeux Noel</p> <p><b><u>Year 6=QCA</u></b> Revision of Year 5 learning All about me Games and Songs Celebrations Portraits</p>	<p><b><u>Years 3</u></b> Name/Age Colours Where I live?</p> <p><b><u>Year 4 Spanish</u></b> Food (gustar) Numbers to 1000 Time - Link with number</p> <p><b><u>Years 5&amp;6 French</u></b> Year 5 = Rigolo 1 Bon anniversaire Quelle Heure est-il? Les Fetes Paques</p> <p><b><u>Year 6=QCA</u></b> The Four Friends Growing things All Aboard Pocket Money</p>	<p><b><u>Years 3 Spanish</u></b> In the classroom (quiero) Dates - link with number Body Parts (tengo) link with number Family</p> <p><b><u>Year 4 Spanish</u></b> Revise Colours including reading and writing. Add grammar (e.g colour to noun)</p> <p>Pets (tengo) - Link with colour</p> <p><b><u>Years 5&amp;6 French</u></b> Year 5 = Rigolo 1 Ou vas tu? On mange! Le cirque</p> <p><b><u>Year 6=QCA</u></b> Tell me a story Our sporting lives Carnival of the animals What's the weather like? Transition assessments</p>	

<b>PSHCE</b>	<p align="center"><u>Individuality, Emotions and Feelings</u></p> <p align="center"><u>Choose Kind (Linked to class novel Wonder)</u></p> <p>Anti-Bullying (PSHE+Citizenship KS2 Bitsize)          What is bullying?          Types of bullying?          Effects of bullying?          Bullying Prevention?</p>	<p align="center"><u>All about me</u></p> <p align="center"><u>Friendships and Relationships</u></p>	<p align="center"><u>Health and Safety + Being Safe</u></p> <p align="center"><u>Targets and Goals</u></p>	