

Great Massingham Juniors Curriculum Map 2018-2019

Academic YEAR 2018-19					
	Autumn Tudors	Spring Stone Age	Summer Places to Live	Apps, Websites and Resources	
English	<p>Novel: Boy - <i>Tales of Childhood</i> by Roald Dahl</p> <p>Big Writing: Non-Fiction : Biographies (Tudor Characters) Fiction : Fairytales (A modern re-telling)</p> <p>Poetry Poets Robert Frost + Michael Rosen William Henry Davies</p>	<p>Novel: <i>Stig of the Dump</i> by Clive King</p> <p>Big Writing: Journalistic Writing - Reports Plays - Scripts</p> <p>Poetry Classics - Night Mail by W.H Auden , If by Rudyard Kipling.</p> <p>Links with Stone Age - A Mammoth Hunt, A Colossal Fossil</p>	<p>Novel: <i>There's a Boy in the Girl's Bathrom</i>(Links to PSHE)</p> <p>Big Writing: Argument - Discussion + Different points of view. Flashbacks, Monologues, Diaries The Piano - Aiden Gibbons</p> <p>Poetry Rhyme - couplets Narrative Poems</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>	
	<u>Spelling and word choices</u>				<p>Spellits BBC</p> <p>Spelling City</p>
	<u>Handwriting</u>				
<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> <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 align="center"><u>Reading and Comprehension:</u></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>			
English Grammar, Punctuation and Vocabulary	<p align="center">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 align="center">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>			
Maths	<p align="center">Number and Place Value Addition and Subtraction Multiplication and Division Geometry - Position and Direction Fractions including Decimals and Percentages Measurement</p>	<p align="center">Number and Place Value Addition and Subtraction Multiplication and Division Fractions including Decimals and Percentages Statistics Geometry (Shape)</p> <p align="center">Algebra (Year 6) Ratio and Proportion (Year 6)</p>	<p align="center">Geometry Fractions including Decimals and Percentages Measurement Statistics</p> <p align="center">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 Years 3&4	<p align="center"><u>Living Things and Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p align="center"><u>States of matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p align="center"><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	

<p>Years 5&6</p>	<p>Properties of Materials Electricity</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Light</u> 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> <p>Evolution and Inheritance Forces</p>	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Animals including Humans</u></p> <p>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.</p> <p>Living Things and Habitats</p>	
<p>RE</p>	<p><u>5 Pillars of Islam</u> Introduction to Islam today Importance of rules (at school, home, society at large) The 5 Pillars: Shahada, Salah, Zakat, Hajj, Saum - how they manifest themselves in Muslims daily lives <u>Christmas Journeys</u> What journeys were undertaken during the Christmas Story - and for what purpose? Who will be travelling this Christmas? Families gathering together - an important part of the Christmas spirit</p>	<p><u>Creation</u> How does the Bible explain the creation of the world (Stone Age topic link)? Compare other familiar religions' versions: Hindu/Sikh/Muslim Describe which creation they 'prefer'</p> <p><u>Christian Festival Days</u> Why Christians practise Lent; significance of "40 days" Understanding the events of Easter through each special day: Palm Sunday, Good Friday, Easter Sunday What happened following Easter: The meaning of Ascension, Whitsun, Pentecost</p>	<p><u>Courageous people of the Bible</u> Follow on from 2018: Jesus' teachings and healing doing God's work in the face of opposition The first days of Christianity: the conversion and courage of Paul Heroes of the Old Testament: the stories of Samson, David, Daniel</p>	
<p>ICT</p>	<p>ICT Basics + Individual Assessment</p> <p>Class Internet Safety Pledge</p> <p>Re-search and present information - Tudors, Picasso, Lucian Freud.</p> <p>Coding starter units for individual year groups.</p>	<p>Online Safety Tuesday 5th February Safer Internet Day</p> <p>Re-search and present information - Stone Age, Cave Art, Beaker Pottery.</p> <p>Coding Year 3 - Sequence and animation. Year 4 - Introduction to variables</p>	<p>Communication through ICT</p> <p>Re-search and present information.</p> <p>Coding Year 3 - Conditional Events Year 4 - Reputation and loops</p>	

		Year 5 - Speed, direction and coordinates. Year 6 - More complex variables.	Year 5 - Random Numbers and simulations Year 6 - Object properties.	
History	<p><u>Tudors</u> How the Tudors came to power in 1485 Studying the personality of Henry VIII through primary sources How religious changes influenced the history of the realm - Why did Henry VIII marry six times? Local Study: learning about the Dissolution of the Monasteries through a visit to Thetford Priory Kett's Rebellion of 1549 The exploits of Francis Drake: the discovery of the New World and defeat of the Spanish Armada</p>	<p><u>Stone Age</u> Timeline the beginnings of the world Skills, tools and lifestyle of the hunter-gatherers How new technologies enabled progress into the New Stone Age The construction of Stone Henge The spread of the Bronze Age</p>		
Geography		<p><u>UK Atlas</u> Using atlas/photographic/online sources to locate physical human features of the U.K. Why do people visit Norfolk? English counties study Debating the (dis)advantages of the U.K. as a place to live</p>	<p><u>Places to live UK (Interpolating Coasts)</u> Comparing coasts of deposition (Norfolk) with coasts of Erosion (Swanage) Features of erosion - including damage caused by any recent storms Field Studies to be arranged... 2015 Sheringham (storm damage/sea defences/shops survey) 2015 Hunstanton beach and cliff study</p>	
Art	<p>Portraits: Self Portraits, Picasso, Lucian Freud Tudor Portraits Create sketch books and record observations; Improve mastery of art and design techniques including painting; Learn about great artists.</p>	<p>Stone Age Cave Paintings Beaker Pottery Use re-search to inspire drawings from memory and imagination. Drawing painting, and 3D modelling.</p>	<p>Seascapes + Landscapes Artist Winslow Homer Create British seascapes and landscapes with paint, pastels and collage.</p>	
DT	<p>Textiles - Christmas Cross Stitch Collect visual and ideas to develop their ideas. Following patterns to create simple themed embroidery.</p>	<p>Resistant Materials - Puzzle Project 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>Food Technology - Seaside Healthy Fast food BNF Healthy Eating Week June 10th - 14th. Demonstrate food safety and hygiene. Plan, prepare and cook nutritious food that does not include pre-prepared, ready-cooked food.</p>	
PE	Gymnastics	Swimming	Athletics	
Music	Whole Class Teaching Norfolk Schools Music Service	Whole Class Teaching Norfolk Schools Music Service	Whole Class Teaching Norfolk Schools Music Service	
MFL	<p><u>Year 3 Spanish</u> Greetings - Hello! How are you? What's your name? Goodbye. Colours Numbers 1-10</p>	<p><u>Years 3</u> Age Days of the week Months of the year</p>	<p><u>Years 3 Spanish</u> Food Likes and Dislikes</p>	

	<p><u>Year 4 Spanish</u> Revise Greetings including reading and writing. Ask questions on age and name. Colours Animals - Do you have a pet?</p> <p><u>Years 5&6 French</u></p>	<p><u>Year 4 Spanish</u> Numbers to 100 Age Dates Birthdays</p> <p><u>Years 5&6 French</u></p>	<p><u>Year 4 Spanish</u> Food Likes and dislikes Please, Thank you, Yes, No.</p> <p><u>Years 5&6 French</u></p>	
SMSC	<p>Myself and My Relationships (Sex Education Year 5+6)</p> <p>Exploring Different Cultures (Group Re-search + Presentation)</p>	<p>Recognise right and wrong; understand consequences.</p> <p>Moral and ethical issues.</p>	<p>British Values</p> <p>Celebrating Diversity</p>	