



# St Augustine's CE Junior School

## Curriculum Overview 2016-2017

Y3/4	AUTUMN 1			AUTUMN 2			SPRING 1		SPRING 2		SUMMER 1		SUMMER 2					
<b>TOPIC</b>	WE WILL ROCK YOU						VANISHING RAINFOREST						A TASTE OF ITALY					
<b>THEMED WKS</b>		FIELD STUDIES	FAITH WEEK	CHRISTMAS			BOOK WEEK	MATHS WEEK	EASTER			SAFETY WEEK						
<b>KEY TEXTS</b>	KEY TEXT: UG – RAYMOND BRIGGS STONEAGE BOY -SATOSHI KITAMURA						KEY TEXT: VANISHING RAINFOREST – RICHARD PLATT						KEY TEXT:					
<b>WOW</b>	VISIT TO FLAG FEN						Y4 RESIDENTIAL: KINGSWOOD						Y3 RESIDENTIAL: RAND FARM					
<b>LITERACY</b>	SENTENCE LEVEL FOCUS NARRATIVE TEXTS POETRY						NON CHRONOLOGICAL REPORTS EXPLANATION TEXTS DEBATE						INSTRUCTION TEXTS JOURNALISTIC RECOUNTS					
<b>MATHS</b>	PLACE VALUE ADDITION AND SUBTRACTION MULTIPLICATION AND DIVISION						MULTIPLICATION AND DIVISION FRACTIONS AND DECIMALS						LENGTH AND PERIMETER TIME SHAPE VOLUME AND CAPACITY, CO-ORDINATES, STATISTICS					
<b>SCIENCE</b>	AT1 INVESTIGATIONS <ul style="list-style-type: none"> <li>Rocks: compare and group, formation of fossils and soils.</li> </ul>						AT1 INVESTIGATIONS <ul style="list-style-type: none"> <li>Animals including humans: skeletons and nutrition.</li> <li>Animals including humans: digestive system, teeth, food chains.</li> <li>Light: light to see, reflected light, dangers of the sun, shadows. Electricity: appliances, constructing simple and series circuits, conductors, insulators.</li> </ul>						AT1 INVESTIGATIONS <ul style="list-style-type: none"> <li>Living things and their habitats: grouping, naming and identifying classification keys.</li> <li>Sound: how sounds are made, travel, pitch, volume, distance.</li> </ul>					
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>Design and write programs to achieve specific goals including solving problems.</li> <li>Use logical reasoning.</li> <li>Understand computer networks.</li> <li>Use internet safely and appropriately.</li> <li>Collect and present data appropriately</li> </ul>						<ul style="list-style-type: none"> <li>Design and write programs to achieve specific goals including solving problems.</li> <li>Use logical reasoning.</li> <li>Understand computer networks.</li> <li>Use internet safely and appropriately.</li> <li>Collect and present data appropriately</li> </ul>						<ul style="list-style-type: none"> <li>Design and write programs to achieve specific goals including solving problems.</li> <li>Use logical reasoning.</li> <li>Understand computer networks.</li> <li>Use internet safely and appropriately.</li> <li>Collect and present data appropriately</li> </ul>					
<b>HISTORY</b>	Stone Age to Iron Age Britain including: hunter gatherers, early farmers, Bronze Age religion, technology and travel, Iron Age hill forts.						Earliest ancient civilisations, i.e. Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty of Ancient China.						Roman Empire and impact on Britain: Julius Caesar's attempted invasion, Roman Empire and successful invasion, British resistance e.g. Boudicca, Romanisation of Britain.					
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Study a region of the UK (NOT local area).</li> <li>Use 8 points of compass, symbols and keys.</li> <li>Use fieldwork to observe, measure and record.</li> </ul>						<ul style="list-style-type: none"> <li>Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc.</li> </ul>											

<b>DT</b>	<ul style="list-style-type: none"> <li>• Use research and criteria to develop products which are fit for purpose.</li> <li>• Use annotated sketches and prototypes to explain ideas.</li> <li>• Evaluate existing products and improve own work.</li> <li>• Use mechanical systems in own work.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand seasonality; prepare and cook mainly savoury dishes.</li> </ul>
<b>ART&amp;/DESIGN</b>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas.</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas.</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas.</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> <li>• Learn about great artists, architects and designers.</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Listen with attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate live and recorded music</li> <li>• Begin to develop understanding of history</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Broaden vocabulary</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Citizenship – Working Together</li> <li>• Citizenship – Rights, Rules and Responsibilities</li> <li>• Healthy and Safer Lifestyles – Managing Risk</li> <li>• Healthy and Safer Lifestyles – Safety Contexts</li> <li>• Healthy and Safer Lifestyles – Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Wellbeing – Financial Capability</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship – Diversity and Communities</li> <li>• Healthy and Safer Lifestyles – Sex and Relationships Education</li> <li>• Healthy and Safer Lifestyles – Healthy Lifestyles</li> <li>• Healthy and Safer Lifestyles – Drug Education</li> <li>• Healthy and Safer Lifestyles – Sex and Relationships Education</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility and control in gym, dance and athletics</li> <li>• Compare performances to achieve personal bests</li> <li>• Swimming proficiency at 25m</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility and control in gym, dance and athletics</li> <li>• Compare performances to achieve personal bests</li> <li>• Swimming proficiency at 25m</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility and control in gym, dance and athletics</li> <li>• Compare performances to achieve personal bests</li> <li>• Swimming proficiency at 25m</li> </ul>
<b>RE</b>	<p>HOW DO CHRISTIANS USE THE BIBLE?</p> <p>IS CHRISTMAS A FESTIVAL OF LIGHT OR LOVE?</p>	<p>WHY DO CHRISTIANS SAY THE LORD’S PRAYER?</p> <p>WHAT HAPPENED DURING “HOLY WEEK” – AND WHAT MATTERS MOST TO CHRISTIANS?</p>	<p>SIKHISM</p> <p>THE CHRISTIAN CALENDAR</p>

Y5/6	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
TOPIC	FRIEND OR FOE				PASSAGE TO INDIA				MONTAGUES AND CAPULETS			
THEMED WKS		FIELD STUDIES	FAITH WEEK	CHRISTMAS		BOOK WEEK	MATHS WEEK	EASTER		SAFETY WEEK		
	KEY TEXT: FRIEND OR FOE – MICHAEL MORPURGO THE BOY IN THE STRIPED PYJAMAS – JOHN BOYNE				KEY TEXT: OUT OF INDIA – JAMILA GAVIN				KEY TEXT: ROMEO AND JULIET: WILLIAM SHAKESPEARE			
WOW	Y6 RESIDENTIAL: AYL MERTON				Y5 RESIDENTIAL: CAYTHORPE							
	STIBBINGTON		BLETCHLEY PARK		INDIA DAY VISITOR		BOLLYWOOD FILMS AT CINEWORLD		GLOBE THEATRE ROYAL SHAKESPEARE LIVE BROADCAST		SHAKESPEARE SCHOOL FESTIVAL	
LITERACY	DIARY ENTRIES, NARRATIVE TEXTS, LETTER WRITING JOURNALISTIC RECOUNTS, BALANCED ARGUMENT TEXTS				NON CHRONOLOGICAL REPORTS, PERSUASIVE TEXTS POETRY				PLAYSCRIPTS NARRATIVE TEXTS			
MATHS	Y5 NUMBER-PLACE VALUE NUMBER-ADDITION & SUBTRACTION NUMBER-MULTIPLICATION & DIVISION, STATISTICS		Y6 NUMBER – PLACE VALUE NUMBER – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION, FRACTIONS		Y5 NUMBER – FRACTIONS NUMBER – DECIMALS NUMBER - PERCENTAGES		Y6 NUMBER – DECIMALS NUMBER – PERCENTAGES MEASUREMENT NUMBER – ALGEBRA NUMBER – RATIO GEOMETRY & STATISTICS		Y5 GEOMETRY – ANGLES GEOMETRY – SHAPES GEOMETRY – POSITION & DIRECTION MEASUREMENT – CONVERTING UNITS NUMBER – PRIME NUMBERS PERIMETER & AREA, MEASURES VOLUME		Y6 GEOMETRY – PROPERTIES OF SHAPES GEOMETRY – POSITION AND DIRECTION POST SATs PROJECT WORK	
SCIENCE	<b>AT1 INVESTIGATIONS</b> <ul style="list-style-type: none"> <li>Animals including humans: circulatory system: heart and blood, impact (diet, exercise, drugs and lifestyle), transportation of nutrients and water in animals including humans</li> <li>Evolution and Inheritance: changes in living things, fossils, offspring (same kind not identical) adaptation may lead to evolution</li> </ul>				<b>AT1 INVESTIGATIONS</b> <ul style="list-style-type: none"> <li>Properties and changes of materials: properties, dissolving (solutions), separation of solids, liquids and gases, uses of everyday materials, reversible and irreversible changes.</li> <li>Light: travels in straight lines, eyes and shadows</li> <li>Electricity: voltage, components, symbols</li> </ul>				<b>AT1 INVESTIGATIONS</b> <ul style="list-style-type: none"> <li>Properties and changes of materials: properties, dissolving (solutions), separation of solids, liquids and gases, uses of everyday materials, reversible and irreversible changes.</li> <li>Forces: Gravity, air and water resistance, friction, levers and pulleys</li> </ul>			
COMPUTING	<ul style="list-style-type: none"> <li>Design and write programs to solve problems.</li> <li>Use sequences, repetition, inputs, variables and outputs in programs.</li> <li>Detect &amp; correct errors in programs.</li> <li>Understand uses of networks for collaboration &amp; communication.</li> <li>Be discerning in evaluating digital content.</li> </ul>				<ul style="list-style-type: none"> <li>Design and write programs to solve problems.</li> <li>Use sequences, repetition, inputs, variables and outputs in programs.</li> <li>Detect &amp; correct errors in programs.</li> <li>Be discerning in evaluating digital content.</li> </ul>				<ul style="list-style-type: none"> <li>Design and write programs to solve problems.</li> <li>Use sequences, repetition, inputs, variables and outputs in programs.</li> <li>Detect &amp; correct errors in programs.</li> <li>.</li> </ul>			
HISTORY	An extended period study eg. the changing power of monarchs, significant turning points in British history, crime and punishment, leisure.				Non-European society, i.e. Islamic civilisations, including Baghdad, Mayan civilization, Benin (West Africa)							

<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Name and locate counties, cities, regions &amp; features of the UK.</li> <li>Study a region of Europe and of the Americas.</li> <li>Use 4- and 6- figure grid references on OS maps.</li> <li>Use fieldwork to record &amp; explain areas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand latitude, longitude, equator, hemispheres, tropics, polar circles &amp; time zones.</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc.</li> </ul>	
<b>DT</b>		<ul style="list-style-type: none"> <li>Cook savoury dishes for a healthy and varied diet.</li> </ul>	<ul style="list-style-type: none"> <li>Use research and criteria to develop products which are fit for purpose and aimed at specific groups.</li> <li>Use annotated sketches, cross-section diagrams &amp; computer- aided design.</li> <li>Analyse and evaluate existing products and improve own work.</li> <li>Use mechanical and electrical systems in own products, including programming.</li> </ul>
<b>ART&amp;/DESIGN</b>	<ul style="list-style-type: none"> <li>Use sketchbooks to collect, record review, revisit and evaluate ideas.</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> </ul>		<ul style="list-style-type: none"> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials.</li> <li>Learn about great artists, architects and designers.</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Perform with control and expression solo and in ensembles.</li> <li>Listen to detail and recall aurally.e and compose using dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with control and expression solo and in ensembles.</li> <li>Improvise and compose using dimensions of music.</li> <li>Listen to detail and recall aurally.</li> <li>Use and understand basics of staff notation.</li> <li>Develop an understanding of the history of music, including great musicians and composers.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with control and expression solo and in ensembles.</li> <li>Improvise and compose using dimensions of music.</li> <li>Listen to detail and recall aurally.</li> <li>Use and understand basics of staff notation.</li> <li>Develop an understanding of the history of music, including great musicians and composers.</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>Listen and engage.</li> <li>Engage in conversations, expressing opinions.</li> <li>Speak in simple language and be understood.</li> <li>Develop appropriate pronunciation.</li> <li>Present ideas and information orally.</li> <li>Show understanding in simple reading.</li> <li>Adapt known language to create new ideas.</li> <li>Describe people, places and things.</li> <li>Understand basic grammar eg gender</li> </ul>	<ul style="list-style-type: none"> <li>Listen and engage.</li> <li>Engage in conversations, expressing opinions.</li> <li>Speak in simple language and be understood.</li> <li>Develop appropriate pronunciation.</li> <li>Present ideas and information orally.</li> <li>Show understanding in simple reading.</li> <li>Adapt known language to create new ideas.</li> <li>Describe people, places and things.</li> <li>Understand basic grammar eg gender</li> </ul>	<ul style="list-style-type: none"> <li>Listen and engage.</li> <li>Engage in conversations, expressing opinions.</li> <li>Speak in simple language and be understood.</li> <li>Develop appropriate pronunciation.</li> <li>Present ideas and information orally.</li> <li>Show understanding in simple reading.</li> <li>Adapt known language to create new ideas.</li> <li>Describe people, places and things.</li> <li>Understand basic grammar eg gender</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Myself and My Relationships 15 – My Emotions</li> <li>Myself and My Relationships 17 – Anti-bullying</li> <li>Citizenship 11 – Right, Rules and Responsibilities</li> <li>Healthy and Safer Lifestyles 18 – Managing Risk</li> <li>Healthy and Safer Lifestyles 19 – Safety Contexts</li> <li>Healthy and Safer Lifestyles 23 – Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship 9 – Working Together</li> <li>Citizenship 10 – Diversity and Communities</li> <li>Healthy and Safer Lifestyles 21 – Healthy Lifestyles</li> <li>Healthy and Safer Lifestyles 22 – Drug Education</li> <li>Economic Wellbeing 3 – Financial Capability</li> </ul>	<ul style="list-style-type: none"> <li>Myself and My Relationships 18 – Managing Change</li> <li>Healthy and Safer Lifestyles 20 – Sex and Relationships Education</li> <li>Healthy and Safer Lifestyles 24 – Sex and Relationships Education</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> <li>Play competitive games, applying basic principles.</li> <li>Develop flexibility and control in gym, dance and athletics.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> <li>Play competitive games, applying basic principles.</li> <li>Develop flexibility and control in gym, dance and athletics.</li> <li>Compare performances to achieve personal bests.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> <li>Play competitive games, applying basic principles.</li> <li>Develop flexibility and control in gym, dance and athletics.</li> <li>Take part in Outdoor &amp; Adventurous activities.</li> </ul>

	<ul style="list-style-type: none"> <li>Swimming proficiency at 25m.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming proficiency at 25m.</li> </ul>	<ul style="list-style-type: none"> <li>Compare performances to achieve personal bests.</li> <li>Swimming proficiency at 25m.</li> </ul>
<b>RE</b>	<p>HOW DO CHRISTIANS USE THE BIBLE? IS CHRISTMAS A FESTIVAL OF LIGHT OR LOVE?</p>	<p>WHO DID JESUS SAY "I AM" ? HOW DID JESUS' TEACHING CHALLENGE PEOPLE? HOW DO WE KNOW WHAT HAPPENED AT EASTER?</p>	<p>HOW IS GOD THREE IN ONE? WHAT HELPS HINDUS TO WORSHIP?</p>