

# St James' Church of England Junior School

(Voluntary Controlled)



## Curriculum Policy

Drawn up by	Co-Headteacher
Date	September 2019
Agreed by Governors	
To be reviewed	

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The curriculum at St James' reflects the school's vision and school aims. These are below:

### **St. James' School Vision**

*"A place where we aspire to excel in knowledge, faith and love."  
(Inspired by 2 Corinthians 8:7)*

St. James' CE Junior School is a diverse multi-cultural school serving the local community. Who we are and what we do is built on Christian values and ethos. Our vision is best demonstrated through our core values: Care, Courtesy, Consideration and Cooperation, which are rooted in the Christian faith.

### **St James' School Aims**

#### **Enjoy and achieve**

- To provide a broad and balanced curriculum that will develop lively and enquiring minds, aspiring.
- To achieve high standards and maximise potential.
- To promote, facilitate and enable the inclusion of all children.
- To develop a sense of pride and achievement in being part of our school community.
- To provide a wide range of creative experiences that will enable children to make full use of their imagination, thus gaining a sense of the responsibilities that their own creative engagement with the world can bring.

#### **Make a positive contribution**

- To develop the ability to co-operate
- To nurture a sense of care for others
- To encourage our children to be 'Citizens of the World'.

#### **Be safe**

- To provide a safe, supportive and caring environment.

#### **Be healthy**

- To provide a range of experiences that will encourage our children to make positive choices about their own well-being.
- Achieve economic well-being
- To work in full partnership with all stakeholders.
- To promote aspiration and innovation throughout the school community.

Our vision and school aims encapsulate our school motto "**Live to Learn; Learn to Live**" and the curriculum developed has been created to support the above.

## **Introduction**

This policy outlines the teaching, organisation and leadership of the curriculum taught and learnt at St James' Junior School.

The policy has been drawn up as a result of national curriculum changes, looking at what best suits our school and pupils' needs. It has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the curriculum leader.

The National Curriculum 2014 is taught to all children from Y3 to Y6.

## **National Curriculum Aims**

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

(National Curriculum Framework Document 2013)

## **Essential Characteristics**

At St James' we want the children to become 'Experts' and develop a mastery approach. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities.

We want children at St James' to develop:

- An extensive base of knowledge and vocabulary.

- A mastery of the skills within each subject and apply them across the curriculum
- Fluency in enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- A passion for and commitment to the subjects taught, and a real sense of curiosity to find out about the world and the subjects covered.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about the issues and evidence available.

St James' Curriculum follows The 2014 Primary National Curriculum (NC). However, we are proud to offer a much broader curriculum than the NC, making the most of the many and varied opportunities to broaden and enrich the curriculum for our children. We have developed a theme and skills-based curriculum that successfully offers a wide range of developmental opportunities and ensures that learning is both mastered and has depth.

The mastery pedagogy works on the principle that all learners, with effort, will meet expectations while some learners will be able to access even greater challenges to deepen their thinking further, exceeding end of year (age related) expectations for attainment. Teachers at St James' therefore use Bloom's Taxonomy to support their planning, ensuring that the variation of independent learning tasks allows all children to access learning objectives at the relevant stage in the progression of concepts being taught.

The NC provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We teach key skills for each subject so that the skills practised develop children's knowledge and understanding, within a meaningful context (often a humanities theme), where this is possible.

A revised version of the school's curriculum was introduced in September 2014 and reviewed again in July 2019. Our school has made significant changes, revising school based schemes of work, and a new curriculum map, outlining what themes are to be taught in each year group is published on the school's website (and attached here).

The National Curriculum comprises core and foundation subjects. The three core subjects are English, mathematics and science and these take up a larger share of curriculum teaching time. As a church school, we also regard Religious Education and

Collective Worship as part of our core provision, treating these two areas in similar high regard. The foundation subjects are: computing (formerly ICT), art and design, design and technology, Spanish (the school's chosen languages - previously Modern Foreign Languages), geography, history, music and physical education (PE). The school's PE coach teaches one lesson each week and class teachers teach one PE lesson per week.

The main curriculum is extended with other aspects of learning, including personal, social and health education (PSHE) and critical thinking.

There is also significant emphasis put on the development of social, moral, spiritual and cultural (SMSC) development of individuals. These aspects of learning and development are reflected in the ethos of the school, permeating all that we do. In addition, we monitor, offer assistance and make the necessary follow up checks where necessary, relating to the mental health and stability of our children in collaboration with the government guidelines on mental health.

We also specialise in some areas of the wider curriculum, and actively promote school sport and music as two of our focus areas by offering a wide range of sporting opportunities. In addition, most children have some opportunities to participate in competitive sport at some point. During our weekly PPA (Planning Preparation and Assessment) session the children are taught Art, Music and Spanish (MFL) termly by specialist teachers.

A key part of school life is enjoying singing in school and all children at St James' attend weekly singing assemblies and perform singing during class and year group assemblies.

Themed days and weeks ( such as Sports Days, Maths week, World Book Day, Science Week, British Values Day), educational visits and visitors to the school are held to enrich the experiences for the children, whilst also enhancing the curriculum.

### **The Hidden Curriculum - Life-long Learning and 'The Secrets of Success'**

In today's work climate, there is now a need to shift the focus of the curriculum to lifelong skills and preparing children for life after school. Children need to achieve but they also need confidence and resilience in today's competitive world. 'What is going to make our children stand out from the rest?' We know that high academic standards are underpinned by good attitudes to learning. These should be planned for and referred to in every lesson. This is known as the the 'Learning Power Approach'. At St. James' these are evidence through our 'Learning Muscles.'

They are:

- Resilience - Don't give up
- Creativity - Use your imagination
- Ask questions - Be curious
- Risk taking - Have a go!
- Be cooperative
- Overcome barriers - Keep improving
- Perseverance - Work hard, concentrate
- Enjoy learning

Also as part of our curriculum, we promote British Values such as:

- Democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

### **Organisation and Planning**

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers plan for on a weekly basis.

We have agreed that our planning will be based on three principles:

#### **1. Making it Real**

a. We will ensure that we base opportunities for learning on real and relevant experiences.

b. We will engage our children through creative experiences that are relevant to them and the world they live in

c. Use stimulus - a visit, visitors, artefacts, videos, plays etc.

## **2. Using Pupils' to help steer the journey**

a. Taking account of questions and lines of enquiry that the children raise within the framework of content

b. Involving them in how we can explore these lines of enquiry and how we can demonstrate and present our learning in areas studied

## **3. Avoid over planning**

a. Allow for flexibility to take account of the above two points. The planning should enable teachers to respond to the needs of the pupils not just teach them a range of content.

In addition to the three principles all teachers will:

- Demonstrate an enthusiasm and interest for a subject to further encourage the children.
- Use children's interests to make learning relevant to them.
- Make use of current events and opportunities.
- Consider the timing in the academic year (When in the year should we teach certain topics to give children better access to outdoor learning and relevance e.g. seed dispersal in the  
Autumn
- Consider opportunities to cut down our topics to free up curriculum time
- Consider resource implications

## **Learning and Teaching**

Learning and teaching will be in line with the school's 'Teaching and Learning Policy'. Teaching will always aim to provide real and relevant activities. We have agreed to ensure that:

- The teaching sequence will start with the concrete and move through to the abstract.
- Teaching will encourage the use of real apparatus and resources.

- Teaching will be differentiated (not just by outcome).
- The vocabulary will be made explicit and reinforced through opportunities in the rest of the curriculum (e.g. topic words for spelling activities)
- Teachers use the subject topic maps (attached) decided as a whole staff to ensure good coverage of key skills and knowledge and good progression over the years.
- Some subjects will be taught through weekly subject lessons whilst others will be themed weeks, blocked topic (cross-curricular links) and through Literacy lessons. The approach is flexible.
- Learning objectives for lessons are linked to the outcome, measurable using the 'Bloom's Taxonomy' for assessment and broken down into manageable steps for the children.
- There is a good balance between practical and written work to ensure children have a range of opportunities and experiences and there is good evidence of learning.
- The mode of working is a mix of class teaching, cooperative group work, individual work and differentiated challenges.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- Practical work is a purposeful and integral part of the curriculum.
- Children's learning and work is recognised in general display in classrooms and corridors.
- Key questions are often used to direct pupils' thinking and enquiry.
- Resources are varied, relevant and of good quality
- Teachers use effective starters and plenaries to ensure children fully understand and can evaluate their learning and their progression

### **Extra-Curricular Activities**

We believe in developing the whole child and aim to provide a rich variety of additional opportunities for children at St James's including: choir, fencing, football and gymnastics.





# St James' Church of England Junior School

## CURRICULUM PLANNER – YEAR 3



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	<b>Stone Age to Iron Age</b>		<b>Local Area</b>		<b>Ancient Egypt</b>	
	<p><b>Lit Lang Unit 1 – Sand Wizards</b></p> <p><b>Wider reading</b>  <b>The Pebble in my Pocket</b>            Stone Age boy by Satoshi Kitamura</p> <p><u><b>UG: Boy Genius of the Stone Age and His Search for soft trousers... by Raymond Briggs.</b></u>            The secrets of stone henge - Mick Manning.            Stig of the Dump - Clive Alan            Stone Age Sentinel - English Heritage Edition (Newspaper Histories)</p>	<p><b>Lit Lang Unit 5 - Smash and Grab</b></p> <p><b>Wider reading</b>            The Boy with the Bronze Axe <u>Kathleen Fidler.</u>  <b>The Stone Age: Hunters, Gatherers and Woolly Mammoths</b> -Marcia Williams  <b>How to Wash a Woolly Mammoth</b>  <b>Stone Lord: The Legend Of King Arthur, The Era Of Stone-henge</b> by J.P. Reedman</p>	<p><b>Lit Lang unit 2 – Tune of Lies</b></p> <p><b>Wider reading</b>            The shrimp - Emily Smith</p> <p>Judy Moody - Megan McDonald.            A Villain's night out - Margaret Mahy.            Flotsam - David Weisner</p>	<p><b>Lit Lang unit 3 – A tale of Two Robots</b></p> <p><b>Wider reading</b>  <i>Cycle City - Alison Farrell</i>            The Journey home - Frann Preston-Ganno</p> <p>Katie in London – James Mayhew            A walk in London - Salvatore Rubbino</p>	<p><b>Lit Lang Unit 6 - Enchantment of the Sands</b></p> <p><b>Wider reading</b>            Mufaro's beautiful daughters.</p> <p>Ancient Egypt- Tales of Gods and Pharaohs.- Marcia Williams            The Gift of the Sun.            The Egyptian Cinderella.</p>	<p><b>Lit Lang Unit 4 – Water Cycle</b></p> <p><b>Wider reading</b>            Voices by Anthony Browne.</p> <p>Mo Farah - Roy Apps            Boy: Childhood Tales Roald Dahl            Little People, Big Dreams: Maya Angelou Lisbeth Kaiser</p>
English – writing types	Narrative Letters Eyewitness report Diary entry Autobiography/Biography Poetry		Narrative Information text		Narrative Diary entries Non chronological report Poetry	
MATHS	Place Value Number System(Fractions) Addition and subtraction Multiplication and division		Place Value Addition and subtraction Geometry (Shapes) Measure (money, length and perimeter) Number System(Fractions)		Place Value Addition and subtraction Geometry (Shapes) Measure (volume and capacity, perimeter)	

	Geometry (Shapes) Measure (Mass and time)	statistics	Number System(Fractions)  Statistics Number System(Fractions)
SCIENCE	Light Animals including humans.	Magnet and forces	Plants Soil, rock and fossils
HISTORY			-
GEOGRAPHY		<p style="text-align: center;"><b>Local Area</b></p> <p><b>Location knowledge</b> Locate UK on world map. Locate : regions, county, town. -</p> <p><b>Place knowledge</b> Describe local area- human and physical geography features. Present the information they have found out to people who might wish to visit the area. (Tourist Guide)</p> <p><b>Human and physical geography:</b> Types of settlement: Difference between Rural and Urban areas</p>	<p><b>Study of the river Nile</b> <b>location knowledge</b> Location and features of the River Nile. <b>Physical geography: rivers, water cycle</b> Journey of the River Nile from source to mouth. <b>Human geography: distribution of natural resources including energy, food, minerals and water.</b> Uses for the River Nile and how these have changed over time.-</p>
Computing	E-Safety Basic IT skills We are programmers(Scratch)	E-Safety We are presenters (Video)	E-Safety We are communicators (Email)
Cross curricular ART/DT	<p><b>Art - Egyptian art - make papyrus and paint</b> Paint on papyrus, Egyptian style drawing/art</p> <p><b>DT - Egyptian Feast</b> Prepare healthy dish for feast.</p>	<p><b>Art - Architectural structures</b> Famous architects and buildings.</p> <p><b>DT - Create a 3D model town.</b></p>	<p><b>Art - Drawing Celtic designs/ Cave paintings.</b> Pastels, paint on different surfaces</p> <p><b>Make a mini greenhouse (Link to science)</b></p>
PSHE	Being me in my world Celebrating differences	Dreams and Goals Healthy me	Relationships Changing me

Religious studies	<p>What can we learn about special symbols and signs used in religions?          What is the significance of light in religion?          Diwali, the Hindu festival of lights, Diwali is on November 7</p>	<p>How and why do Hindus celebrate Holi?          Holi in March          How did Jesus and Buddha make people stop and think?</p>	<p>What do Sikh sayings tell us about Sikh beliefs?          How do Jews celebrate their beliefs at home and in the synagogue?</p>
P.E.	<p>Dance          Physical activities – Keeping fit and Healthy</p>	<p>Gym          Invasion games</p>	<p>Athletics          Striking and fielding games</p>
Arts and Languages	<p><b>ART</b>          Friendship          Patterns and Painting</p>	<p><b>MFL</b>          Colours          Numbers          Days of the week</p>	<p><b>MUSIC</b>          Instrumental Tuition          Recorder</p>
Possible Enrichment	<p>Trip to the British Museum (Egyptians)          Egyptian day          Egyptian workshop          Healthy eating workshop - Link to science and PSHE  <a href="http://www.2020dreams.org.uk/contact/">http://www.2020dreams.org.uk/contact/</a>          Chef School - Toby Carvery - Link to science and PSHE.</p>	<p>Trip around the local area.          London River boat trip          Visit to the Crystal building sustainable cities initiative, urban planning - Victoria Docks          Trip to a Gudwara</p>	<p>Stone Age/Iron Age workshop          Visit to the Natural history museum          Visit to the London museum          Orchard visit (science)</p>



## St JAMES' CE JUNIOR SCHOOL CURRICULUM PLANNER – YEAR 4



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	<b>Rainforest</b>		<b>Ancient Greece</b>		<b>Ancient Rome</b>	
Texts covered <small>*Texts may be studied in different orders and are subject to change. Red font indicates non-fiction.</small>	Where the Forest Meets the Sea – Jeanine Baker Journey to the River Sea – Eva Ibbotson Running Wild – Michael Morpurgo  <b>Literacy and Language Unit 6</b> – Story from another culture/persuasive writing <b>Literacy and Language Unit 2</b> – Poetry/journalistic accounts		Orchard book of Greek Myths Non-fiction Ancient Greece books  <b>Literacy and Language Unit 5</b> – story with historical setting/newspapers <b>Literacy and Language Unit 4</b> – Playscript/evaluating evidence		Orchard book of Roman Myths Non-fiction Ancient Roman books  <b>Literacy and Language Unit 1</b> - dilemma story/information text <b>Literacy and Language Unit 3</b> – story in narrative verse/explanation text	
English - writing types	Argument/debate (deforestation) Poetry Non-chronological reports – animals Fact files – animals		Narrative Newspaper reports Letters Recount Play scripts Diary Debate Fact files – gods and goddesses		Letters Narrative Diary entries Recount Newspaper article Recipes/menu Fact files – gods and goddesses	
MATHS	<b>Unit 1</b> Number and place value Addition and subtraction, Geometry – properties of shape <b>Unit 2</b>		<b>Unit 5</b> Number and place value Addition and subtraction, Geometry – properties of shape <b>Unit 6</b>		<b>Unit 9</b> Number and place value Addition and subtraction, including measurement, money Geometry – properties of shape <b>Unit 10</b>	

	<p>Number – multiplication and division, including place value Fractions Geometry – positions and direction <b>Unit 3</b> Number – number and place value Decimals Measurement – mass <b>Unit 4</b> Multiplication and division, including place value Measurement - time</p>	<p>Number – multiplication and division, including place value value Fractions Measurement - length <b>Unit 7</b> Number – number and place value Addition and subtraction statistics <b>Unit 8</b> Multiplication and division, including place value Measurement – perimeter and area</p>	<p>Number – multiplication and division, including place value Fractions Measurement – volume and capacity <b>Unit 11</b> Number – number and place value Addition and subtraction including measurement, money Decimals Geometry <b>Unit 12</b> Multiplication and division Statistics</p>
SCIENCE	<p>Living things and their habitats  Animals, including humans</p>	<p>States of Matter</p>	<p>Electricity  Sound</p>
HISTORY		<p><b>Ancient Greece</b> <b>Knowledge</b> Study of Ancient Greek life – Gods, architecture, philosophy, democracy, theatre  Ancient Greek achievements and their influence on the Western World  -</p>	<p><b>The Romans</b> <b>Knowledge</b> The Roman Empire and its impact on Britain The invasion of Britain 55BC and AD42 The Roman army British resistance – Boudicca, Hadrian’s Wall ‘Romanisation’ of Britain Life in Roman Britain  -</p>
GEOGRAPHY	<p><b>The Rainforest</b> <b>Locational knowledge</b> Identify rainforests around the world in different countries and continents Map skills – locate equator, rainforests, Understand climate/zones, biomes and vegetation belts</p>	<p><b>Locational knowledge</b> Identify location of Greece with key physical characteristics (compare to maps of Ancient Greece)</p>	<p><b>Locational knowledge</b> Identify location of Rome with key physical characteristics (compare to maps of Ancient Rome)  Locate countries of Roman Empire</p>
Computing	<p>E-Safety We are software developers (Scratch)</p>	<p>E-Safety We are HTML editors (Code)</p>	<p>E-Safety We are Co-authors (Wiki)</p>
PSHE	<p>Being me in my world Celebrating differences</p>	<p>Dreams and goals Healthy me</p>	<p>Relationships Changing me</p>
Religious studies	<p>What makes me the person I am? (Multifaith) Why is the Bible special? (Christianity)</p>	<p>Religions in our neighbourhood (Multifaith)  Easter (Christianity)</p>	<p>Marriage (Hindu &amp; Muslim)  Hindu worship (Hinduism)</p>

Cross curricular ART/DT	<b>Art -Henri Rousseau – Surprise! @National Gallery</b> Paint –Rainforest painting,Leaf printing  <b>DT – Pop up Story books</b>		<b>Art – clay,</b> Architecture – Greek columns, <b>DT – money containers/pencil case</b>		<b>DT – Torches</b>  <b>Art - Mosaics</b>	
P.E.	Dance Net/wall games	Gym Striking/fielding	Dance Outdoor and Adventure	Gym Invasion games	Dance <i>2 weeks each:</i> Striking/fielding Net/wall Invasion games	Gym Athletics
Arts and Lan- guages	<b>ART</b>  Groups (Portraits) Patterns and Painting		<b>MFL</b>  Greetings Animals Food		<b>MUSIC</b>  Instrumental tuition Violin (NM)	
Possible Enrichment	National Gallery visit London Zoo Rainforest explorer (Zoological society of London)		British museum Food tasting House of parliament/councilor visit		Museum of London /Roman workshop Tower of London wall (to look at/around London) Roman Day – dress up as soldiers and practice formations etc.	



St. James' Junior School



## CURRICULUM PLANNER – YEAR 5

TOPICS	<b>Anglo-Saxons and the Vikings</b>	<b>India</b>	<b>The Tudors</b>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Texts covered</p> <p>*Texts may be studied in different orders and are subject to change. Red font indicates non-fiction.</p>	<p>Beowulf by Michael Morpurgo</p> <p>Shield Maiden by Richard Denning</p> <p>Beowulf by Michael Alexander</p> <p>The Anglo-Saxons and Vikings by Hazel Maskell</p> <p>You wouldn't want to be an Anglo-Saxon peasant by Jacqueline Morley</p> <p>Secrets of Animal Life Cycles by Andrew Solway</p> <p>'Twas the Night Before Christmas by Clement Clarke Moore</p>	<p>Stories from India by Anna Milborne</p> <p>The Tyger by William Blake</p> <p>Geeta's Day: From Dawn to Dusk by Prodeepta Das</p> <p>India by Rosemary Hankin</p> <p>Journey through India by Anita Ganeri</p> <p>The Jungle Book by Rudyard Kipling</p> <p>The Tiger Child: A Folk Tale from India by Joanna Troughton</p> <p>Floodland by Marcus Sedgwick</p>	<p>Henry's Blog by Elizabeth Newberry</p> <p>Comic Book Shakespeare: a Midsummer Night's Dream by Simon Greaves</p> <p>Macbeth by Andrew Matthews</p> <p>A Midsummer Night's Dream by Andrew Matthews</p> <p>The Highwayman by Alfred Noyes</p> <p>Phoenix by SF Said</p> <p>Ask an Astronaut: My Guide to Life in Space by Tim Peake</p> <p>In Space (History News) by Michael Johnstone</p> <p>Living in Space by Kathryn Clay</p>			
Literacy and Language	<p>Unit 2- Modern retelling of a myth/dilemma story</p> <p>Recounts</p> <p>Unit 4- Story by a significant children's author</p> <p>Biography and Autobiography</p>	<p>Unit 1- Myths</p> <p>Instructions</p> <p>Unit 5- Story from another culture</p> <p>Chronological Report</p>	<p>Unit 6- Playscripts</p> <p>Transcripts</p> <p>Unit 3- Poetic Style</p> <p>Persuasive Writing</p>			
English - writing types	<p>Biography</p> <p>Non-chronological report</p> <p>Letter</p> <p>Recount</p> <p>Narrative</p> <p>Instructions</p> <p>Newspaper article</p> <p>Diary entries</p>	<p>Non-Chronological Report</p> <p>Instructions</p> <p>Persuasive</p> <p>Balanced argument</p> <p>Poetry</p> <p>Narrative</p> <p>Recount</p> <p>Newspaper article</p>	<p>Biography</p> <p>Letters</p> <p>Recount</p> <p>Diary entries</p> <p>Playscripts</p> <p>Narratives</p> <p>Balanced Arguments</p> <p>Persuasive</p> <p>Newspaper article</p> <p>Poetry</p> <p>Blogs</p>			

<p><b>MATHS</b></p>	<p>Unit 1- Number and Place Value Addition and Subtraction Properties of shape</p> <p>Unit 2- Multiplication and Division Fractions Position and Direction</p> <p>Unit 3- Addition and Subtraction Measurement (mass)</p> <p>Unit 4- Multiplication and Division Time</p>	<p>Unit 5- Addition and Subtraction Measurement (money) Properties of shape</p> <p>Unit 6- Multiplication and Division Fractions Measurement (length)</p> <p>Unit 7- Decimals Addition and Subtraction Statistics</p> <p>Unit 8- Properties of shape Multiplication and Division Percentages (fractions and decimals) Measurement (perimeter and area)</p>	<p>Unit 9- Number and Place Value Addition and Subtraction Measurement (money)</p> <p>Unit 10- Multiplication and Division (including measurement, money) Fractions Measurement (volume and capacity)</p> <p>Unit 11- Number and Place Value Addition and Subtraction Percentages (fractions and decimals) Position and direction</p> <p>Unit 12- Multiplication and Division (including measurement, money) Statistics</p>
<p><b>SCIENCE</b></p>	<p>Living things and their habitats Working Scientifically</p>	<p>Forces Tomato Challenge (Pulley Systems) Earth and Space</p>	<p>Properties and changes in materials Animals, including humans Working Scientifically</p>
<p><b>HISTORY</b></p>	<p style="text-align: center;"><b>Anglo-Saxons</b></p> <p><b>Knowledge -</b> Timeline of Anglo-Saxon Britain Why the Anglo-Saxons came to Britain Children in Anglo-Saxon times Anglo-Saxon Daily Life Compare Anglo-Saxon daily life and modern day life Anglo-Saxon homes Laws in Anglo-Saxon Britain- were they fair? Legend of Beowulf Sutton Hoo- what does it tell us about life in Anglo-Saxon Britain? Anglo-Saxon legacy</p> <p><b>Knowledge - Vikings</b> Timeline of Viking Britain Why the Vikings came to Britain Features of Viking Longboat Archaeological evidence- what does this tell us about Viking way of life? Viking Daily Life Children in Viking times King Alfred- why was he given the title 'the Great?'</p>	<p style="text-align: center;"><b>The Tudors</b></p> <p><b>Knowledge</b> Battle of Bosworth The Tudor family tree Henry VIII and his six wives Dissolution of the monasteries The reformation of the church The Spanish Armada Sir Francis Drake and Sir Walter Raleigh (Tudor Exploration) Trade</p>	<p style="text-align: center;"><b>Trade</b></p>



	King Cnut		
<b>GEOGRAPHY</b>	<p>Location of Scandinavian countries Locate cities of the United Kingdom- geographical features and how have they changed over time? Identify main areas of Britain where the Anglo-Saxons settled Identify place names of Anglo-Saxon origin, explain their meaning and what it tells us about Anglo-Saxon life Types of settlement and land use</p>	<p><b>India</b></p> <p>Rivers Water Cycle Location, regions and key geographical features of India Mountain ranges vs. central plains Monsoons and Flooding Similarities and differences between United Kingdom and India (physical and human geography) Fieldwork- observe, measure, record and present the human and physical features in the local area (compare and contrast) Types of settlement and land use Economic activity including trade links Distribution of natural resources e.g. energy, food, minerals, water</p>	<p>Location of countries linked to Spanish Armada Map work linked to Spanish Armada Trade Routes/Links Prime/Greenwich Meridian and time zones (including day and night) Use of a compass and grid references -</p>
<b>COMPUTING</b>	<p>E-Safety We are Game Developers (Scratch)</p>	<p>E-Safety We are Web Developers</p>	<p>E-Safety We are Bloggers</p>
<b>PSHE</b>	<p>Being me in my world Celebrating Differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>
<b>R.E.</b>	<p>What inner forces affect us? (Christianity, Judaism, Islam)  Christmas around the World (Christianity)</p>	<p>Jesus' Example (Christianity) What religions believe about God (multifaith)</p>	<p>Muhammad and the Qur'an (Islam) Animal Law case- Animals or Humans? (Personal reflection)</p>
Cross curricular ART/DT	<p><b>DT</b> - Design and make an Anglo-Saxon tunic (Textiles) <b>Art</b> - Butterflies/Butterfly Life Cycle- <b>Van Gogh</b></p>	<p><b>DT</b> - Indian food- making Raita <b>Art</b> - Rangoli Patterns</p>	<p><b>Art</b> - Tudor Portraits  <b>William Morris</b>  <b>DT</b> - Making a Tudor House</p>

P.E.	Anglo-Saxon Dance Gymnastics Net/Wall games Striking/Fielding	Indian Dance Gymnastics Outdoor and Adventure Invasion Games	Tudor Dance  Gymnastics Net/wall games, striking/fielding, outdoor and ad- venture and invasion games Athletics
Arts and Lan- guages	<b>ART</b> What is a... Pots and Pans	<b>MFL</b> Classroom Parts of the body	<b>MUSIC</b> Music Tech (NM)
Enrichment	Sutton Hoo- British Museum Viking Longboat Workshop (cost?) Science Museum- Wonderlab	Indian Dance Workshop Food tasting Dressing up – Sari etc.	Science Museum- Earth and Space Royal Observatory (cost?) The Queen's House at Greenwich Golden Hinde



St. James' Junior School



## CURRICULUM PLANNER – YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

TOPICS	<p style="text-align: center;"><b>Europe</b></p> <p style="text-align: center;"><b>Spain and Catalonia</b></p>		<p style="text-align: center;"><b>Art and Inventions</b></p> <p style="text-align: center;"><b>Victorians</b></p>		<p style="text-align: center;"><b>Friend or Foe</b></p> <p style="text-align: center;"><b>World War II</b></p>	
<p>Texts covered</p> <p><small>*Texts may be studied in different orders and are subject to change.</small></p> <p><small>Red font indicates non-fiction.</small></p>	<p style="text-align: center;">Adventures of Don Quixote</p> <p style="text-align: center;">Building on Nature – Life of Antoni Gaudi</p> <p style="text-align: center;">Picasso – Mike Venezia</p> <p style="text-align: center;">BBC Bitesize – Spanish stories and poems</p>		<p style="text-align: center;"><b>Sherlock Holmes (The Red headed League )</b></p> <p style="text-align: center;"><b>Oliver Twist (extracts)</b></p> <p style="text-align: center;"><b>The Lady of Shalott</b></p> <p style="text-align: center;"><b>Different versions of Charles Darwin's biography to compare themes across different texts</b></p>		<p style="text-align: center;">Good night Mr Tom (Full text)</p> <p style="text-align: center;">Flossie's War Diary</p> <p style="text-align: center;">Copies of official WW2 government documents</p>	
Lit lang	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Legend</p> <p style="text-align: center;">Journalistic writing (science, geography, ed visits)</p>	<p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Playscript</p> <p style="text-align: center;">Persuasive texts (geography)</p>	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;"><b>Historical fiction, fiction genres (history)</b></p> <p style="text-align: center;"><b>Formal/impersonal writing (PHSE)</b></p>	<p style="text-align: center;">Unit 6</p> <p style="text-align: center;"><b>Authors &amp; Texts</b></p> <p style="text-align: center;"><b>Explanations (science)</b></p>	<p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Story with flashbacks (history)</p> <p style="text-align: center;">Biography &amp; autobiography</p>	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Poetry: the power of imagery (EOY assemblies)</p> <p style="text-align: center;">Argument (history, PHSE)</p>

				(history)	
English - writing types	<p>Narrative</p> <p>Argument/ debate</p> <p>Biography</p> <p>Poetry</p> <p>Non-chronological reports</p>	<p><b>Narrative</b></p> <p><b>Balanced argument</b></p> <p><b>Biography</b></p> <p><b>Newspaper reports</b></p> <p><b>Letters</b></p>	<p>Letters</p> <p>Narrative</p> <p>Diary entries</p> <p>Recount</p> <p>Newspaper article</p> <p>Essay</p>		
MATHS	<p>Place Value</p> <p>Number System</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Perimeter and area</p>	<p><b>Fractions, decimals, percentages, ratio and proportion</b></p> <p><b>Measures</b></p>	<p>Statistics linked to WWII</p> <p>Angles</p> <p>Shape</p> <p>Position and direction</p> <p>Measures - Volume</p>		

SCIENCE	<p>Human digestion</p> <p>Human circulatory system</p>	<p><b>Micro-organisms</b></p> <p><b>Evolution and adaptation</b></p>	<p>Properties of materials</p> <p>Separating solutions</p>
	<p>States of Matter (revision)</p> <p>Light and shadows (revision)</p>	<p><b>Classification</b></p> <p><b>Life cycles</b></p> <p><b>Fossils</b></p>	<p>Electricity</p>
HISTORY	<p>n/a</p>	<p><b>The Victorians</b></p> <p><b>Knowledge</b></p> <p><b>Queen Victoria</b></p> <p><b>Victorian Inventions and inventors</b></p> <p><b>Comparisons of rich and poor Victorians</b></p> <p><b>How the Victorians have influenced modern life</b></p> <p><b>Queen Victoria</b></p> <p><b>Local History – Mr Newman’s Butterflies</b></p>	<p><b>WWII</b></p> <p><b>Knowledge</b></p> <p>Declaration of War</p> <p>Local stories from WWII</p> <p>London in WW2- the Home Front, the Blitz etc.</p> <p>Daily life- rationing, evacuation.</p>
GEOGRAPHY	<p><b>Spain and Catalonia</b></p> <p><b>Knowledge</b></p> <p>Place knowledge - Compare &amp; contrast Spain and the UK</p>	<p><b>The British Empire</b></p> <p><b>Compare Victorian/ modern maps of London</b></p>	<p>Countries involved in WWII</p> <p>Locate exploded bombs on own streets</p> <p>Locational knowledge</p>

	<p>Locational knowledge – Know where Spain is in the world</p> <p>Physical geography – Know about the physical geography of Spain</p> <p>Human geography – Know about the human geography of Spain</p> <p>Locational knowledge – Know about the region of Catalonia</p> <p>Climate</p> <p>Tourism</p>					
Computing	<p><b>E-Safety</b></p> <p>We are App planners</p>		<p><b>E-Safety</b></p> <p><b>We are interface designers</b></p>		<p><b>E-Safety</b></p> <p>Awe are App developers</p>	
Religious studies	<p>How do people express their faith through arts?</p> <p>Christianity &amp; Islam</p>	<p>Similarities and differences</p> <p>Multifaith</p>	<p><b>Hospice and death</b></p> <p><b>Multifaith</b></p>	<p><b>Easter</b></p> <p><b>Christianity</b></p>	<p>Religious leaders</p> <p>Multifaith</p>	<p>Leavers' Celebration</p> <p>Personal reflection</p>

PSHE	Being me in my world	Celebrating differences	Dreams and goals	Healthy Me	Relationships	Changing Me
Arts and Languages	<p><b>ART</b></p> <p>As round as a ...</p> <p>Containers</p>		<p><b>MFL</b></p> <p>Clothing</p> <p>The High Street</p>		<p><b>MUSIC</b></p> <p>Music Tech (NM)</p>	
P.E.	<p>Invasion games</p> <p>Personal Fitness</p> <p>Dance</p>		<p>Personal Fitness</p> <p>Rugby</p>		<p>Personal Fitness</p> <p>Cricket</p> <p>Athletics</p>	
Enrichment	National Portrait Gallery (Picasso)		<p>Drama workshop</p> <p>Stem workshop</p>		<p>Royal Courts of Justice</p> <p>Churchill's War rooms</p>	

	Travel agency (Spain-tourism)	<b>Ragged School</b>	Transition visits

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