



Junior School Curriculum Overview – Spring Term 2024

	Year 1	Year 2	Year 3	Year 4
English	<ul style="list-style-type: none">▪ SPaG▪ Reading▪ Handwriting▪ Phonics▪ Weekly spellings▪ Comprehension▪ Story writing▪ Letter writing▪ Poetry	<ul style="list-style-type: none">▪ SPaG▪ Reading▪ Handwriting▪ Phonics▪ Weekly spellings▪ Comprehension▪ Story writing▪ Letter writing (formal and informal)▪ Diaries▪ Shape poetry	<ul style="list-style-type: none">▪ SPaG▪ Handwriting▪ Weekly spellings▪ Reading▪ Comprehension▪ Poetry▪ Instructions▪ Explanation texts▪ Newspaper reports▪ Biographies	<ul style="list-style-type: none">• SPaG• Handwriting• Weekly spellings• Reading• Comprehension• Character descriptions• Explanation texts• Poetry - limericks• Newspaper report
Mathematics	<ul style="list-style-type: none">▪ Place value (within 20)▪ Addition and subtraction (within 20)▪ Place value (within 50)▪ Length and height▪ Mass and volume	<ul style="list-style-type: none">▪ Money and money calculations▪ Multiplication and division▪ Length and Height	<ul style="list-style-type: none">• Times tables• Multiplication and Division• Length and Perimeter• Fractions• Measurements	<ul style="list-style-type: none">▪ Times tables▪ Recap. of written methods Multiplication <ul style="list-style-type: none">▪ Fractions▪ Decimals
Science	<ul style="list-style-type: none">• Introduction to Forces and Elements (linked to Transport Topic) Pushes and pulls (how things move) Friction (car wheels) Changing states of water (steam engines) Forces of flight (planes)• Introduction to Space Our solar system and the planets The moon and its craters Rockets	<ul style="list-style-type: none">▪ Sound What is sound and vibrations How to measure sounds Musical instruments Ear adaptations▪ Fascinating Plants Seed and dispersal How do plants grow What are flowers for Terrariums Plant identification around school	<ul style="list-style-type: none">▪ Forces and magnets Pushes and Pulls Friction Magnetic materials and strength Magnetic poles and compasses▪ Electricity Where electricity comes from Renewable and non renewable Batteries Conductors and Insulators Basic circuits	<ul style="list-style-type: none">• Light How light travels Reflection and shadows The Eye• Temperature Thermometers Data loggers Cooling curves Conductors and Insulators

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P.S.H.E. (Personal, Social, Health Education)	<p>Year 1 & 2 study the same topics but complete different, age appropriate activities which build upon progression from previous years.</p> <p>Be Yourself: Confidence</p> <ul style="list-style-type: none"> This unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. <p>Diverse Britain: Community</p> <ul style="list-style-type: none"> This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. <p>Growing Up</p> <ul style="list-style-type: none"> This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feelings in response to life experiences. <p>Keeping Safe: Safety First</p> <ul style="list-style-type: none"> In this unit of work, children will learn about everyday dangers,in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what inside their underwear is private. 		<ul style="list-style-type: none"> TEAM: Teamwork with my class This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact of their actions on the team they are working in. Be Yourself: Thoughts and Feelings This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. 	<ul style="list-style-type: none"> Think positive: Feelings and Mental Health Children will build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. One World:Case Study Chiwa Pupils look at a case study of a fictional girl called Chiwa, who lives in Malawi. It is inspired by the idea that people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries
Religious Education	<ul style="list-style-type: none"> Caring for others Easter and Surprises 	<ul style="list-style-type: none"> Rules and routines Beginnings and endings 	<ul style="list-style-type: none"> Christian baptism Judaism <ul style="list-style-type: none"> -Main beliefs -Special places Easter <ul style="list-style-type: none"> -Shrove Tuesday 	<p>The Bible</p> <ul style="list-style-type: none"> What makes a text sacred Who wrote the Bible Stories, songs and psalms How do Christians use the Bible What is sacred to you

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History	History of Transport Viking Longboats Cars Trains Planes History of Space Travel Famous astronauts	Great Fire of London <ul style="list-style-type: none"> London past and present Similarities and differences Food The events of The Great Fire How do we know about The Great Fire? 	Ancient Egypt <ul style="list-style-type: none"> Chronology Hieroglyphics Clothing Mummification Pyramids Tutankhamun Egyptian Gods Food 	Anglo-Saxons <ul style="list-style-type: none"> Why they invaded Britain The discovery at Sutton Hoo The story of Beowulf Anglo-Saxon homes Anglo-Saxon arts and crafts Anglo-Saxon crime and punishment
Geography	<ul style="list-style-type: none"> How the development of different modes of transport helped people to travel (linked to Transport Topic) 	The UK <ul style="list-style-type: none"> Countries and capital cities of the UK Discovering aerial maps Creating maps Using compasses Identifying differences and similarities between the town and the countryside 	Africa <ul style="list-style-type: none"> Where is Africa and Egypt? Continents - Africa Egyptian landmarks Importance of the River Nile Farming and seasons The River Nile today Cairo today To investigate the impacts of the Aswan Dam 	Maps <ul style="list-style-type: none"> Different types of maps Scales on maps O.S. Symbols Latitude and longitude Co-ordinates Contour lines
French	<ul style="list-style-type: none"> Culture: La Galette des Rois, la Bretagne, la Chandeleur, Pâques, Poisson d'avril Numbers 1-20 The house, rooms and first look at adjectival agreements using colours 	<ul style="list-style-type: none"> Culture: La Galette des Rois, la Bretagne, la Chandeleur, Pâques, Poisson d'avril The cafe (ordering food and drinks) Connectives: et, avec Simple sentence structure with modal verb (vouloir) 	<ul style="list-style-type: none"> Animals in the jungle Pets Describing animals using colours and adjectives Adjectival agreement Café Crocodile song 	<ul style="list-style-type: none"> Weather Activities and clothes ER verb conjugations Weather forecast
Spanish	<ul style="list-style-type: none"> Colours and animals Verb to have (tener) and be (ser) first person singular likes and dislikes Some classroom instructions Las Fallas de Valencia 	<ul style="list-style-type: none"> Numbers from 20 - 39 Some items in my pencil case My favourite toys Likes and dislikes 	<ul style="list-style-type: none"> To complete the monster topic from the first term My pets Likes and dislikes Colours and some adjectives to describe my favourite pet 	<ul style="list-style-type: none"> To complete the Sport topics from the first term Food and drinks Present tense of regular the verbs ending in -ER (comer), and to drink (beber) in the the first, second and third person of singular Likes and dislikes

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Art	<ul style="list-style-type: none"> Pointillism paintings of vehicles Drawing and sketching of different modes of transports Paper mache hot air balloons 	<ul style="list-style-type: none"> Sketches of London landmarks Watercolour landscape of Scottish landscapes Illustrated Celtic letters Daffodils models Bunting to represent a country in the UK 	<p><u>Ancient Egyptian Art</u></p> <ul style="list-style-type: none"> Usekh collar t-shirts Scarab beetles Tutankhamun painting Papyrus hieroglyphics <p><u>Mother's Day</u></p> <ul style="list-style-type: none"> Mother's Day button card Mosaic tile gift <p><u>Easter</u></p> <ul style="list-style-type: none"> Easter lever linkages card Easter egg tissue art Easter basket 	<p><u>Angelo Saxon Art and Design</u></p> <ul style="list-style-type: none"> Clay, design and making coins Making a purse, sewing and designing Angelo Saxon jewellery <p><u>Mother's Day</u></p> <ul style="list-style-type: none"> Mother's Day Saxon design card
Music	<ul style="list-style-type: none"> Playing percussion and glockenspiels - using the theme of 'Clocks/Time' and 'Ripples' Whole class performances. Spring Singing - learning a variety of seasonal songs to perform in class and assembly 	<ul style="list-style-type: none"> Playing the Ukulele - An introduction to the instrument - learning to hold, pluck and strum. Perform pieces with up to 3 chords. Spring Singing - learning a variety of seasonal songs to perform in class and assembly 	<ul style="list-style-type: none"> <u>Performance</u> - Preparation for 'An Afternoon with Year 3'. <u>What can we play?</u> – Introduction to a variety of different instruments through playing and listening work. <u>Instruments of the Orchestra</u> – developing understand of the different instruments in the orchestral family. 	<ul style="list-style-type: none"> <u>Performance</u> - Preparation for the Year 4 production. <u>Music & the Seasons</u> – an exploration into music written for different seasons. Listening, appraising, composing and singing work. <u>Vivaldi & Bach</u> – Following on from Music & the Seasons, this unit of work develops an understanding of the music of Vivaldi, Bach and other Baroque composers. Including a look at dance music in the Baroque era & through the ages.
Drama				Preparation for the Year 4 Production 'Reach for the Sky'

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Computing	Algorithm / Problem Solving Games Presenting Data	Sequencing Videos Presentations	Introduction to Scratch Communicating Online	Scratch Programming Flow Charts
Swimming	<ul style="list-style-type: none"> • Entering/Exiting the water safely • Pool Rules • Water confidence • Aquatic skills to develop their kicking and stroke technique • Submersion • Flotation 	<ul style="list-style-type: none"> • Entering/Exiting the water safely • Pool Rules • Water confidence • Aquatic skills to develop their swimming technique in 3 main strokes. • Submersion • Flotation. • Entry skills. 	<ul style="list-style-type: none"> • Water confidence • Aquatic skills to develop their swimming technique in all 4 strokes. • Submersion • Flotation. • Water safety skills • Rotation • Sculling • Entry skills. 	<ul style="list-style-type: none"> • Water confidence • Aquatic skills to develop their swimming technique in all 4 strokes. • Submersion • Flotation. • Water safety skills • Rotation • Sculling • Jumping/Diving • Distance and speed swimming
Physical Education	In P.E. we will be covering: <ul style="list-style-type: none"> ▪ Before half term: Tennis ▪ After half term: Athletics In Games we will be covering: <ul style="list-style-type: none"> ▪ Boys: Football ▪ Girls: Netball 	In P.E. we will be covering: <ul style="list-style-type: none"> ▪ Before half term: Tennis ▪ After half term: Athletics In Games we will be covering: <ul style="list-style-type: none"> ▪ Boys: Football ▪ Girls: Netball 	In P.E. we will be covering: <ul style="list-style-type: none"> ▪ Beat the Game In Games we will be covering: <ul style="list-style-type: none"> ▪ Boys: Football ▪ Girls: Netball 	In P.E. we will be covering: <ul style="list-style-type: none"> ▪ Dance In Games we will be covering: <ul style="list-style-type: none"> ▪ Boys: Football ▪ Girls: Netball