



Junior School Curriculum Overview - Autumn Term 2024

	Year 1	Year 2	Year 3	Year 4
English	<ul style="list-style-type: none"> ▪ Daily phonics ▪ SPaG ▪ Reading ▪ High Frequency Words ▪ Mnemonic rhymes ▪ Creative writing (South America) ▪ Comprehension ▪ Handwriting 	<ul style="list-style-type: none"> ▪ SPaG ▪ Reading ▪ Handwriting ▪ Phonics ▪ Weekly spellings ▪ Exploring characters ▪ Asking and writing questions ▪ Creative writing ▪ Alphabetical ordering ▪ Nouns, verbs and adjectives. ▪ Comprehension ▪ Sentence building 	<ul style="list-style-type: none"> ▪ SPaG ▪ Handwriting ▪ Weekly spellings ▪ Reading ▪ Reading comprehensions ▪ Descriptive writing ▪ Recount ▪ Letter writing ▪ Advert ▪ Adventure story ▪ Poetry ▪ Persuasive writing 	<ul style="list-style-type: none"> ▪ SPaG ▪ Weekly spellings ▪ Class reader ▪ Reading comprehensions ▪ Handwriting ▪ Descriptive writing ▪ Diary Entries ▪ Story writing - from a different character's point of view ▪ Non-chronological Reports ▪ Character Profile
Mathematics	<ul style="list-style-type: none"> ▪ Place value ▪ Addition ▪ Subtraction ▪ Shape 	<ul style="list-style-type: none"> ▪ Place Value ▪ Addition ▪ Subtraction ▪ Shape 	<ul style="list-style-type: none"> ▪ Place value ▪ Addition ▪ Subtraction ▪ Multiplication ▪ Division 	<ul style="list-style-type: none"> ▪ Place Value ▪ Addition ▪ Subtraction ▪ Multiplication ▪ Division ▪ Length ▪ Perimeter
P.S.H.E. (Personal, Social, Health Education)^[1]	<p>Year 1 & 2 study the same topics but complete different, age appropriate activities which build upon progression from previous years.</p> <p>TEAM: Team Work Inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.</p> <p>Digital Wellbeing: Internet Safety We encourage children to consider how we can use the Internet in a safe and responsible way. Pupils will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Pupils will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal</p>		<p>TEAM: Being a team 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 pupils to identify the impact of their actions on the team they are working in. They will learn about teamwork skills, being considerate of others and how to resolve any conflicts. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p>	<p>VIP: Friendships This unit will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. How to address disputes and bullying.</p> <p>Diverse Britain: Multicultural British Society We live in a diverse, multicultural and democratic society and that this is important and brings many benefits. Pupils will learn to be respectful of differences. Pupils will learn about British people, rules, the law, liberty and what</p>

<p>P.S.H.E. (Personal, Social, Health Education)^[2]</p>	<p>information over the Internet .We will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p> <p>Think positive: Managing Emotions This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages pupils to explore the positive feelings associated with being thankful, grateful and mindful.</p> <p>One world: Different Places Inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are different from their own. In this unit, pupils also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth’s resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>		<p>Digital Wellbeing: Being Safe Online This unit is inspired by the idea that it is important to understand and have digital wellbeing. Pupils will consider what we use the Internet for and the benefits and risks of online activities. Pupils will learn about screen time, online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Pupils will also learn about pressures of social media.</p>	<p>living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>
<p>Science</p>	<ul style="list-style-type: none"> ▪ South American and British wildlife ▪ Animal groups ▪ Food groups ▪ Light sources 	<ul style="list-style-type: none"> ▪ Exploring science ▪ What makes a scientist ▪ Scientific skills; observation, recording and measuring ▪ Sustainable environment ▪ Climate change ▪ Reduce, reuse and recycle ▪ Water wise 	<ul style="list-style-type: none"> ▪ Rocks and Soils ▪ Types of rocks ▪ Fossil formations ▪ Grouping rocks and soils ▪ Human Body and Nutrition ▪ Animal Classification 	<ul style="list-style-type: none"> ▪ Safety in the Laboratory and and Investigations ▪ Exploring Science ▪ Types of teeth and Dental Hygiene ▪ Carnivores, Herbivores and Omnivores ▪ 7 Food Groups ▪ Healthy Diet ▪

Humanities

- Introducing continents and oceans
- Exploring hot and cold climates
- Famous explorations (South America)

- History – Nurturing nurses
- Geography – Antarctica and penguins

History - The Stone Age to the Iron Age

- Knowledge Harvest
- Primary and Secondary Sources
- Chronological order of historical events
- Stone Age Food
- Stone Age Tools
- Stone Age Fire
- Stone Age animals
- Stone Age dwellings
- Skara Brae
- Stonehenge
- Stone Age survival
- Bronze Age

Geography - Around the World

- Continents
- Europe
- Atlas skills
- United Kingdom- countries, cities and seas
- Location of the school
- Map reading
- Position and direction

- Geography – Volcanoes
- Volcano formation
- How volcanoes affect people’s lives
- Volcanic eruptionsVolcano investigations

- Geography – Coasts
- History – The Romans

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Religious Education	<ul style="list-style-type: none"> ▪ Friendships ▪ What makes a good friend? ▪ How we should treat others 	<ul style="list-style-type: none"> ▪ Nature and God ▪ Light and Dark 	<ul style="list-style-type: none"> ▪ Religious symbols ▪ Religious festivals including Christmas 	<ul style="list-style-type: none"> ▪ Places of Worship – covering the six major world religions. ▪ Old Testament Bible stories. ▪ Judaism ▪ The Parables of Jesus
French	<ul style="list-style-type: none"> ▪ Greetings ▪ Accents and genders ▪ Numbers 1-10 ▪ Colours ▪ The house ▪ Christmas 	<ul style="list-style-type: none"> ▪ Greetings ▪ Accents and genders ▪ Numbers 1-20 ▪ Drinks and snacks ▪ First modal verb: I would like ▪ Christmas 	<ul style="list-style-type: none"> ▪ Greetings ▪ Numbers 1 -31 ▪ Days of the week ▪ Months of the year ▪ Birthdays 	<ul style="list-style-type: none"> ▪ Greetings ▪ Colours ▪ Clothes ▪ Verbs: Porter ▪ Adjectives ▪ Christmas
Spanish	<ul style="list-style-type: none"> ▪ Greetings ▪ Age and numbers 1 - 10 ▪ Family members ▪ Class commands ▪ Christmas 	<ul style="list-style-type: none"> ▪ Greetings ▪ Numbers 1 – 15 and age ▪ Toys, like and dislike ▪ Introduction to adjectival agreement ▪ Christmas 	<ul style="list-style-type: none"> ▪ Greetings ▪ Numbers 1 – 29 ▪ Body parts ▪ Physical and personal description ▪ Likes and dislikes ▪ Verbs: Soy / Tengo/ adjectival agreement / colours ▪ Connectives ▪ Christmas 	<ul style="list-style-type: none"> ▪ Greetings ▪ Numbers 1 to 31 ▪ Months of the year and dates ▪ Sports, like and dislike ▪ Verbs: practicar / negative form ▪ Connectives and prepositions ▪ Definitive articles ▪ Christmas
Art	<ul style="list-style-type: none"> ▪ African animals themed art ▪ Blending colours ▪ Experimenting with different materials 	<ul style="list-style-type: none"> ▪ Portraits ▪ Using charcoal, collage and watercolour in the style of various artists 	<ul style="list-style-type: none"> ▪ Self Portrait ▪ Stone Age Art ▪ Christmas 	<ul style="list-style-type: none"> ▪ Self portrait ▪ The colour wheel ▪ Shading and tone

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Music	<ul style="list-style-type: none"> Performing and listening to music in the style of Hip Hop An introduction to using the Glockenspiels Preparing and performing for the Christmas nativity 	<ul style="list-style-type: none"> Performing and listening to South African music Class performances on the Glockenspiels Preparing and performing for the Christmas nativity 	<ul style="list-style-type: none"> How do we use our voices? Exploring vocal range, technique and timbre through song Preparing Harvest songs for assembly performance Performance - Preparation for Junior School Carol Service 	<ul style="list-style-type: none"> Exploring music depicting the Roman times (cross-curricular link with History) Preparing Harvest songs for assembly performance Performance - Preparation for Junior School Carol Service.
Drama				<ul style="list-style-type: none"> Using drama to explore topics, themes, issues, play texts and performance using techniques such as role play, still image, voice and movement. Exploring different ways in which dramatic meaning (ideas) are communicated to an audience.
Computing	<ul style="list-style-type: none"> Introduction to algorithms Taking and editing photos 	<ul style="list-style-type: none"> Writing simple algorithms Creating a story book 	<ul style="list-style-type: none"> Touch typing Combining graphics and text 	<ul style="list-style-type: none"> Scratch programming – basic games Photo creation and manipulation
Physical Education	<p>In P.E. we will be covering the following:</p> <ul style="list-style-type: none"> SAQ (Speed, Agility Quickness) Gymnastics <p>In Games we will be covering the following:</p> <ul style="list-style-type: none"> Boys: Rugby Girls: Hockey 	<p>In P.E. we will be covering the following:</p> <ul style="list-style-type: none"> SAQ (Speed, Agility Quickness) Gymnastics <p>In Games we will be covering the following:</p> <ul style="list-style-type: none"> Boys: Rugby Girls: Hockey 	<p>In P.E. we will be covering the following:</p> <ul style="list-style-type: none"> Both: SAQ (Speed, Agility Quickness) Boys: Basketball Girls: Football <p>In Games we will be covering the following:</p> <ul style="list-style-type: none"> Both: Cross Country Boys: Rugby Girls: Hockey 	<p>In P.E. we will be covering the following:</p> <ul style="list-style-type: none"> Both: Gymnastics Boys: Hockey Girls: Tag Rugby <p>In Games we will be covering the following:</p> <ul style="list-style-type: none"> Both: Cross Country Boys: Rugby Girls: Hockey

Swimming

- Entering/Exiting the water safely
- Pool Rules
- Water confidence
- Aquatic skills to develop their kicking and stroke technique
- Submersion

- Entering/Exiting the water safely
- Pool Rules
- Water confidence
- Aquatic skills to develop their swimming technique in 3 main strokes.
- Submersion
- Floatation.
- Entry skills.

- Water confidence
- Aquatic skills to develop their swimming technique in all 4 strokes.
- Submersion
- Floatation.
- Water safety skills
- Rotation
- Sculling
- Entry skills.

- Water confidence
- Aquatic skills to develop their swimming technique in all 4 strokes.
- Submersion
- Floatation.
- Water safety skills
- Rotation
- Sculling
- Jumping/Diving
- Distance and speed swimming