

Sprowston Junior School Curriculum Framework Overview Year 2019-2020

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Whole school 8 Wk plan	CLIPs		Blogging		Relationships	
Assemblies: SEAL and British values.	Care for where we live. <b>Responsibility</b>  Rule of law.	Courage to continue. <b>Risk taking.</b>  Respect and tolerance.	Best that I can be. <b>Dedicated</b>  Accepting responsibility.	Becoming a sensible spender. <b>Resilience</b>  Democracy.	The power of relationships. <b>Teamwork</b>  Individual liberty.	What makes you different is what makes you perfect. <b>Respect.</b>  My place in the community.
Class theme						
Subject area	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Literacy	<b>Good Night Mr Tom – story</b>  <b>Cold Task</b> – diary about their holidays. - Inference of front cover of new book - Describing senses, being an evacuee - Using idioms to describe feelings - Writing a diary to explain our feelings about being	<b>Floodland</b>  <b>Cold Task</b> – write a speech about something they are passionate about. - Inference of front cover of new book - Focus on opening paragraph and the author’s use of short sentences. - Tricky vocabulary	<b>Circ Du Freak</b>  <b>Cold task</b> –Can I build suspense and atmosphere in my writing to engage my audience? -Make predictions about the text - Create a fact page about a	<b>SATs preparation</b>  <b>Hot Task</b> - Writing a letter of complaint  <b>Hot task</b> – Writing a short extract from a story to build characterisation  <b>Hot Task</b> –	<b>SATs preparation</b>	<b>Odysseus</b>  <b>Hot Task</b> – Creating a fact page about dragons  <b>Hot task</b> – Writing a set of instructions about how to plant a sunflower  <b>Hot Task</b> –

	<p>evacuated</p> <ul style="list-style-type: none"> <li>- Creating a glossary for a story set in WW2</li> <li>- Writing a letter home in role as an evacuee</li> <li>- Creating a story board of the story so far, using ISPACED openers for each caption</li> <li>-Using embedded clauses to write a character description</li> <li>- Hot seating</li> <li>- Writing witness statements</li> <li>- Writing the opening for a news paper</li> <li>- Writing a news paper</li> <li>- <b>HOT task</b> – writing a diary about the events in the story.</li> </ul>	<p>focus</p> <ul style="list-style-type: none"> <li>- Character descriptions</li> <li>- Exploring the words dystopia and utopia</li> <li>- Reading comprehension</li> <li>- Comparing and contrasting life before and after the flood.</li> <li>- Hot seating the main character</li> <li>- Giving advice to a character. Writing a letter.</li> <li>- Class debate</li> <li>- Writing and performing persuasive speech.</li> <li>- Poetry, focus on personification of the sea and rivers.</li> <li>- Conscious alley, what should the character do?</li> <li>- Writing a diary in character.</li> <li>-Freeze frames of</li> </ul>	<p>spider</p> <ul style="list-style-type: none"> <li>- Up levelling writing</li> <li>-Character descriptions</li> <li>-Synonym work to improve vocabulary</li> <li>- Using short sentences, ellipsis and similes to build suspense.</li> <li>-Creating your own freak through description</li> <li>-HOT TASK - Can I build suspense and atmosphere in my writing to engage my audience?</li> </ul>	<p>Writing a balanced argument about homework</p>		<p>Writing a letter to a new teacher.</p> <p><b>Hot Task</b> – Writing a speech about saving our environment</p> <p><b>Hot Task</b> – Writing a story set in a graveyard.</p> <p><b>Cold Task</b> – Can I write a myth?</p> <ul style="list-style-type: none"> <li>-Finding the meaning of tricky words</li> <li>-Creating a presentation about a Greek god, to be shared with the class.</li> <li>-Writing a character description</li> <li>-Writing a letter</li> </ul>
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		<p>key moments from the story. <b>- HOT Task</b> – write a speech to inspire Eel island.</p>				<p>to a loved one -Writing a play script -Writing a diary from the perspective of a character -Writing a poem about a magical place -Debate -Write a persuasive argument -Create a story board about the events of the myth -Freeze frames and drama -Writing a newspaper about the events at the end of the story.</p> <p><b>-HOT Task -</b> Can I write a myth?</p>
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<p>Maths</p>	<ul style="list-style-type: none"> <li>• Add &amp; Sub</li> <li>• Mult &amp; Div</li> <li>• Place value (inc order, round, estimate, factors, primes)</li> <li>• Assessment</li> </ul> <p>Detailed objectives are included on the maths curriculum overview summary.</p>	<ul style="list-style-type: none"> <li>• Fractions (simplify, equivalent, order, add, sub, mult, div).</li> <li>• Measures: perimeter &amp; area.</li> <li>• Position &amp; direction</li> <li>• Shape</li> <li>• Ratio &amp; proportion</li> </ul> <p>Detailed objectives are included on the maths curriculum overview summary.</p>				
<p>Science</p>	<p><b><u>Evolution</u></b></p> <ul style="list-style-type: none"> <li>-Measuring/recording data about ourselves e.g. eye colour.</li> <li>-Compare features to that of our parents using</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- explain the importance of the major discoveries in</li> </ul>	<p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- travelling in straight lines</li> <li>- travelling into eyes</li> <li>- how</li> </ul>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts</li> </ul>	<p><b><u>Living Things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>- how to classify L.T.</li> <li>- describe how</li> </ul>	

	<p>photographs.</p> <ul style="list-style-type: none"> <li>-To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>-Group pictures of living things with their environments.</li> <li>-To identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.</li> </ul> <p>Position organisms on a timeline.</p> <ul style="list-style-type: none"> <li>-To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</li> </ul>	<ul style="list-style-type: none"> <li>- electricity.</li> <li>- to observe and explain the effects of differing volts in a circuit.</li> <li>- to plan a fair investigation involving insulators/conductors.</li> <li>- to understand variations in how components function.</li> <li>- to conduct a fair investigation.</li> <li>- to record data and report findings.</li> <li>- to investigate results further.</li> </ul>	<p>shadows are made.</p> <ul style="list-style-type: none"> <li>- Measure shadows.</li> <li>- Sort light sources.</li> <li>- Conduct light experiments.</li> <li>- How light can be reflected.</li> <li>- Recognise how light helps us to see colours.</li> </ul>	<p>of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
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Computing	<p>E-Safety:</p> <ul style="list-style-type: none"> <li>- Understanding the advantages and limitations of the World Wide Web</li> <li>- Understanding Copyright</li> </ul> <p>Coding:</p> <ul style="list-style-type: none"> <li>• Scratch/Python</li> <li>- Variables</li> <li>- Iteration</li> <li>- Conditional statements</li> <li>- Sequences</li> <li>- Boolean logic</li> </ul> <p>Media:</p> <ul style="list-style-type: none"> <li>- Use sound, video and images to create a multi-media presentation</li> <li>- Understand how to embed audio and video into a presentation</li> </ul>	<p>E-Safety:</p> <ul style="list-style-type: none"> <li>- Sharing of details online</li> <li>- Understand the benefits and risks of communication technologies</li> </ul> <p>Internet</p> <ul style="list-style-type: none"> <li>- Conducting accurate internet searches; understanding search engines</li> </ul> <p>APP</p> <ul style="list-style-type: none"> <li>- Create an app for a specific reason</li> </ul> <p>Physical computer programming</p> <ul style="list-style-type: none"> <li>- Making games</li> </ul>				
History	<p style="text-align: center;"><b>WW2</b></p> <p>-What do we already know?</p>	<p style="text-align: center;"><b>Rivers</b></p> <p>- How has water changed the land over</p>	<p style="text-align: center;"><b>Shang Dynasty</b></p> <p>-Using evidence collected at an</p>	<p style="text-align: center;"><b>Shang Dynasty</b></p> <p>-Using evidence collected at an</p>		

	<ul style="list-style-type: none"> <li>-How the war started?</li> <li>-Who were we at war with?</li> <li>-Dunkirk – newspaper report</li> <li>- Gressenhall trip</li> <li>-Gressenhall report</li> <li>-The battle of Britain.</li> <li>-Rationing, (maths and DT) cooking food from rations</li> <li>- WW2 café with parents</li> </ul>	<p>time?</p> <ul style="list-style-type: none"> <li>- How the largest rivers over time have been used?</li> </ul>	<p>archaeological dig explain how historians have used this to make hypothesis’ about the Shang dynasty.</p> <ul style="list-style-type: none"> <li>-Creating a leaflet about the beliefs and rituals of the Shang dynasty.</li> <li>-Shang maths</li> <li>-Explaining the process of divination via a cartoon strip.</li> <li>-Creating a fact page about Fu Hao.</li> <li>-Creating a large 3D dragon head.</li> </ul>	<p>archaeological dig explain how historians have used this to make hypothesis’ about the Shang dynasty.</p> <ul style="list-style-type: none"> <li>-Creating a leaflet about the beliefs and rituals of the Shang dynasty.</li> <li>-Shang maths</li> <li>-Explaining the process of divination via a cartoon strip.</li> <li>-Creating a fact page about Fu Hao.</li> <li>-Creating a large 3D dragon head.</li> </ul>		
Geography	<p><b>WW2</b></p> <ul style="list-style-type: none"> <li>-Locating Europe on a map.</li> <li>-Locating key locations link to WW2 on a map</li> </ul>	<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- Locating the largest rivers in the world.</li> <li>- Using atlas’ to identify key continents.</li> </ul>	<p><b>Shang</b></p> <ul style="list-style-type: none"> <li>-Locating the continents on a map.</li> <li>-Locating China</li> <li>-Drawing a map</li> </ul>	<p><b>Shang</b></p> <ul style="list-style-type: none"> <li>-Locating the continents on a map.</li> <li>-Locating China</li> <li>-Drawing a map</li> </ul>		

	<ul style="list-style-type: none"> <li>- Using Google earth</li> <li>- Drawing and annotating a map of Europe</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding how rivers are formed</li> <li>-Key vocabulary (Upper course, middle course, lower course, tributary, meander, estuary, source, mouth, confluence, delta, flood plain)</li> <li>-River Glaven trip</li> </ul>	of the Shang Dynasty's territory.	of the Shang Dynasty's territory.		
Guided Reading	<b>Boy in the Striped Pyjamas</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul>	<b>Boy in the Striped Pyjamas</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul>	<b>Boy in the Striped Pyjamas</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul> <b>Small reading groups – once a week</b>	<b>Boy in the Striped Pyjamas</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul> <b>Small reading groups – once a week</b>	<b>The Many Worlds of Albie Bright</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul>	<b>The Many Worlds of Albie Bright</b> <ul style="list-style-type: none"> <li>- Inference</li> <li>– Using APE to answer key questions from the story</li> </ul>
Art	<b>World War 2</b> <ul style="list-style-type: none"> <li>• Caricatures</li> <li>• Propaganda</li> <li>• Blitz sky silhouette</li> </ul>					
DT				DT day	DT day	DT day

Languages						
PE	<p style="text-align: center;"><b><u>Fitness</u></b></p> <p>-Perform actions and skills with more consistent control and quality. -Improve previous performance.</p> <p style="text-align: center;"><b><u>Tag Rugby</u></b></p> <p>-To evade and tag opponents. -To pass and receive a pass at speed. -To pass and receive a pass at speed in a game situation. -To refine attacking and defending skills. -To develop tactics as a team. -To apply learned skills in a game of tag rugby.</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>To recognise and follow safety procedures. To develop and refine different ways to travel. To further develop basic rolls. Develop and explore different ways to move around equipment. To develop the ability to link different moves together. To develop basic jumps and rolls off equipment. To link together jumps and rolls and compose a sequence. To develop the ability to evaluate a performance against a set criteria. To compose a four move sequence on large apparatus and</p>	<p style="text-align: center;"><b>Real P.E.</b></p> <p>Unit 4 – Applying physical skills in games. Unit 5 – Health and fitness. Unit 6 – Developing personal skills in invasion games.</p> <p style="text-align: center;"><b>Dance</b></p> <p>To develop the shooting action. To work collaboratively to explore and develop dance ideas. To use changes in level and speed when choreographing. To explore dance movement ideas using dynamics and levels. To combine</p>	<p style="text-align: center;"><b>Korfball</b></p> <p>To develop passing and moving towards a goal. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To be able to change direction to get free from a defender and receive a pass. To develop the shooting action. To use skills in</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>To develop your own and others sprinting technique. To develop running over obstacles with greater control and coordination. To develop power, control and technique for the long jump. To develop power, control and technique when throwing for distance. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>	<p style="text-align: center;"><b>Cricket</b></p> <p>To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop overarm bowling technique and accuracy. To be able to use defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To use the</p>

		show to group.	movement ideas to convey a mood and theme. To communicate a story through dance. To use basic compositional principles when creating a dance.	a game situation.		skills developed in a game situation.
RE	<b>Muslims</b> How do Muslims show commitment to God?	<b>Christians</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Christianity</b> Is anything ever eternal?	<b>Christianity</b> Is Christianity a strong religion 2000 years after Jesus was on earth?	<b>Muslims</b> Does belief in Akhirah (life after death) help Muslims lead good life	<b>Muslims</b> Does belief in Akhirah (life after death) help Muslims lead good life
SEAL/British Values/ Citizenship	<b><u>Care for where we live – Responsibility</u></b> -Beginning Year 6 roles e.g. house captains, pupil ambassadors -Take responsibility for area of school e.g. echo team, librarians.	<b><u>Respectful</u></b> - What is respect? - Create a poster about respect. - Respectful champions in school (rewarded in assembly)	<b><u>Dedicated</u></b> - Discuss people you know/celebrities etc who are really hard working! -Discuss – why is it good to be hard working?	<b><u>Resilience</u></b> - Discuss the importance of saving money. How can it be achieved? -Who has a bank account? Why should we start saving	<b><u>Team Work</u></b> - Discuss the variety of relationships the children have in their lives. -What traits are really important to have a positive relationship with	<b><u>Respect</u></b> -Class questionnaire – who has same hobbies, interests ... Show respect for others who have interesting

			<p>- What are the children's' new year resolutions? Why do we do them? Record as a piece of writing/cartoon etc.</p>	<p>when we are young? -Discuss how easy it is to waste your money on things that the children don't particularly need.</p>	<p>others? -Complete a challenge as a team – craft activity, building activity.</p>	<p>hobbies and skills.  -How can you show respect and understanding towards an argument at playtime? -Who am I' game with people in the class. Class ask yes/no questions to discover who you are thinking of OR person at the front describes the person they're thinking of, using their qualities and skills.</p>
Outcome						

