

Kirkham Grammar Junior, Infant and Pre-School

Autumn Term

J2 Curriculum Overview

English

In English this term, pupils will study a non-fiction text about Neil Armstrong. They will focus on effective use of pronouns and fronted adverbials, and use these in their writing tasks to write a diary entry and a biography. Pupils will also read a fictional text, *Christophe's Story*. They will use discussion, drama and role play to understand more about the characters. They will look at the author's use of language, and her choice of memorable words and phrases. Pupils will use a letter as a model to write their own, applying their ability to write multi-clause sentences. In the Poetry Unit, *Creating Images*, the pupils will enjoy reading a range of poems, and will discuss and explore the use of figurative language. The pupils will draft and write their own poems, using ones from the unit as models. In vocabulary and spelling work this term, pupils will focus on particular word patterns each week and complete a spelling test every Friday. Punctuation and grammar will be included in our weekly English lessons.

Mathematics

In Mathematics, pupils will develop their mathematical skills by focussing on: Angles and Properties of Shapes; Mass; Capacity; Place Value - 4-Digit Numbers (1): number bonds to 1 000; rounding to the nearest 10 and 100, counting in 1 000s, representing 4-digit numbers, 1 000s, 100s, 10s and 1s, the number line to 10 000, roman numerals to 100; Place Value - 4-Digit Numbers (2): finding 1 000 more or less, comparing 4-digit numbers, ordering numbers to 10 000, rounding to the nearest 1 000, solving problems using rounding, counting in 25s, negative numbers; Addition and Subtraction: adding 1s, 10s, 100s, 1 000s, and adding and subtracting two 4-digit numbers, equivalent difference, estimating answers to additions and subtractions, checking strategies, and problem solving – addition and subtraction; Measure – Perimeter: kilometres, perimeter of a rectangle, perimeter of rectilinear shapes; Multiplication and Division (1): multiplying by multiples of 10 and 100, dividing multiples of 10 and 100, multiplying by 0 and 1, dividing by 1, multiplying and dividing by 6, 6 times-table, multiplying and dividing by 9, and 9 times-table. Every week the pupils will also complete a times-tables test and they will use *Maths Flex* to support the work completed in lessons.

Science

Sound: Pupils will learn that sounds are made when objects vibrate, and that sounds travel through solids, liquids and gases. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that are not musical instruments, in order to investigate how sounds are created to make music. *Living Things*: Pupils will recognise that living things can be grouped in a variety of ways. They will explore and use keys to identify and name a variety of living things. Finally, they will look at how changes to habitats can pose dangers to living things.

History

The Stone Age: The pupils will study this period in history and explain the changes that took place in how people found food, organise information about agriculture and explain the difference between scavenging and hunting. *The Bronze Age*: The pupils will create and annotate a timeline including Stone Age and Bronze Age dates, compare the two time periods, and provide an overview of the changes taking place in this time period. They will look at artefacts, learn about *The Amesbury Archer* and the artefacts at Amesbury. The pupils will compare and contrast Sumerian houses with homes in Bronze Age Britain and organise information about Stonehenge. *The Iron Age*: The pupils will explain why settlements needed to be fortified, summarise the key features of an Iron Age settlement, and explain where villagers usually lived. They will create a timeline including Stone Age, Bronze Age and Iron Age dates, and use

this to compare and contrast society in the different time periods. *The Romans*: We will study Romans around the world, with a focus on Roman Britain. We will look at clues from the past. Pupils will find out about which Roman emperor invaded Britain, Hadrian's Wall and how the Roman Empire was governed.

Geography

The pupils will study and describe maps of the world. They will name and locate: the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones; they will also describe some of the characteristics of these geographical areas. The pupils will compare and contrast Europe and North America. They will compare and contrast the location of Europe with that of Africa, graph the populations of the countries of Europe, and demonstrate how densely populated Europe is compared to Africa. Pupils will study European rivers and organise information about the location of Europe's primary rivers. They will compare and contrast the locations of the Ural Mountains and the Scottish Highlands. The pupils will look at landscapes and weathering, comparing and contrasting the weathering of a road surface with that of a limestone building in a city. They will explain how landforms change due to the physical process of weathering, and how human impact can slow these chemical changes. They will look at river features and the placement of bridges; finally they will compare and contrast the physical processes that form volcanoes, fold mountains and block mountains.

Computing

We are Software Developers: In this unit, pupils will learn to develop an educational computer game using selection and repetition, understand and use variables, start to debug computer programs and recognise the importance of user interface design, including consideration of input and output. *We are Makers*: In this unit, pupils will learn about the input – process – output model of computation, learn about the inputs and outputs available on a *BBC micro:bit* program, using the *MakeCode* block-based environment, test and debug programs they write, using an on-screen simulator and the micro:bit, and learn how to convert and transfer a program written on screen to the micro:bit.

Religious Education

Sikh Rites of Passage: Pupils will find out who Sikhs are and what they believe. They will learn about the naming ceremonies of Sikh children, and they will find out about the Sikh baptismal ceremony of Amrit. They will also learn about Sikh marriage ceremonies, funerals and beliefs on life after death. *Christmas Journeys*: Pupils will learn about the importance of Bethlehem to Christians, find out what a pilgrimage is, learning more about the Christian story of Mary and Joseph's journey to Bethlehem. They will find out about some of the key features of the nativity story, and they will learn how religious ideas can be expressed through music and art. They will also explore the emotions of the people in the story and compare these to the emotions as people have today.

Design Technology

Pupils will evaluate a range of different musical instruments and examine how they make sound. They will then design and make their own instruments using a variety of resources. This will link to our Science topic. The pupils will also design and make clay jewellery in the style of the Bronze/Iron Age. This links to our History topic. In the second half of the term, pupils will learn about articulating joints in a puppet and will use this knowledge to design and build a working 'animal' puppet. This will link to our Science topic.

Art

Animals - Artist Spotlight: Rosa Bonheur. The pupils will look at how animals have been portrayed in art, from the Stone Age to the present day. Pupils will create their own animal pictures in various different styles. *The Renaissance – Artist Spotlight: Leonardo de Vinci*. Pupils will learn about the Renaissance and the impact it had on the art world. They will create portraits of other pupils in the class. *All Work and*

No Play - Artist Spotlight: L S Lowry. Pupils will learn how different artists have portrayed working life. They will create a piece of artwork inspired by Lowry. *Abstract Art - Artist Spotlight: Wassily Kandinsky.* Pupils will examine a range of abstract art and how the artist conveys some form of emotion in these pieces.

Music

The pupils will experience and perform the music and culture of South America, and will be introduced to samba, and the sights and sounds of the carnival. They will continue to build on their knowledge of the interrelated dimensions of music: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, and musical notation. The pupils will also learn new songs and develop singing techniques and performance skills in preparation for the Harvest Festival and Christmas celebration concert.

Personal, Social, Health and Economic Education including Relationship and Sex Education

Being Me in My World: this term we will be looking at becoming a class team; being a School citizen; rights, responsibilities and democracy; rewards and consequences; our learning charter and owning our learning charter. *Celebrating Difference* will cover the topics of judging by appearances, understanding influences, understanding bullying, problem solving, special me and celebrating differences: how we look. During lessons in this subject, pupils will be given every opportunity to express their thoughts and ideas. The programme of study aims to equip pupils for happy, healthy lives and to be effective learners.

French

In French, the pupils will learn key classroom instructions and how to communicate in French, asking for things they need. They will learn the months of the year and numbers up to 31, both orally and written, give their date of birth, and learn about important dates in the French calendar. They will learn about adjectives and their position in a sentence. They will describe their physical appearance, colour of hair, eyes and height. They will pick out key vocabulary from more complex descriptions.

Physical Education, Games and Swimming

In Gymnastics the pupils will be working on their arching and bridges, creating sequences by combining new holds, using travel movements and working with control and poise. In Dance we will be exploring body movements, and using facial expression to communicate a gesture through a variety of themes, using dance to communicate a story by following and creating choreography. In Indoor Athletics we will look at health-related fitness, including jumping, running and throwing. In Hockey we will continue to develop stick skills to be able to perform a variety of passes, control the ball by dribbling and learn skills to eliminate a player. We will also look to enhance understanding of the game and improve tactical awareness. In Netball we will be developing passing using a variety of long and short passes to improve movement and footwork, as well as understanding and experiencing different playing positions. In Football we will be improving our understanding of the game and developing ball skills. In Rugby we will be learning the new age grade rules, including tackling, and developing basic rugby skills such as passing, catching and evasion. In Swimming we will work to improve water confidence to be able to submerge, glide and float. We will also work on improving aquatic breathing and developing stroke technique.