

Kirkham Grammar Junior, Infant and Pre-School
Autumn Term

J4 Curriculum Overview

English

In English this term, the pupils will study the fiction text *Eye of the Wolf*, paying close attention to the author's use of language and specific devices such as flashback and character viewpoint. They will consider examples of adding more detail in a variety of ways using noun phrases. For composition they will rewrite a scene from the perspective of a different character, and complete the unit by retelling a section of the story from the point of view of one of the animals. In our poetry unit, the pupils will explore a range of poems about the natural world by Ted Hughes, examining the use of similes, metaphors and personification in the poems; eventually they will write their own free-verse nature poems based on close observation. The pupils will also go on an imaginary mission back in time to warn the people of Pompeii about the volcanic eruption. They will read an interactive eBook, locating key information in the text and creating an action plan. The writing tasks include creating an information leaflet and writing a non-chronological report using formal language. Our final unit of the term is designed to provide a series of revision sessions based on the key comprehension skills of inference and information retrieval using a range of texts. Pupils will answer questions about the author's choice of language and the structure of texts, and practise finding evidence from the text to support their answers. In vocabulary and spelling work this term, the pupils will focus on particular word patterns each week and complete a spelling test every Friday. Punctuation and grammar will be incorporated into our weekly English lessons and will include: colons, lists and bullet points, adverbials, phrases and clauses, and punctuating direct speech.

Mathematics

In Mathematics, the pupils will recap their understanding of place value and properties of numbers to 1 000 000, before investigating the same properties of numbers up to 10 000 000. The pupils will develop fluency with efficient columnar written methods for addition and subtraction, without and with exchanges. They will learn to recognise and find common factors and multiples, before looking at prime numbers as a special example of numbers with specific factors. Next, pupils will investigate the effects of squaring and cubing, linking this to what they know about the dimensions of the namesake shapes. Pupils will deepen their understanding of the columnar method for multiplication of 4-digit numbers by 1- and 2-digit numbers, and develop an understanding of written methods for division. After this, pupils will learn about the order of operations, investigating its effect on calculations, and considering why it is important to have an agreed order. Pupils will develop their understanding of fractions, moving on to comparing, adding and subtracting unrelated fractions using common denominators and formal methods. They will also focus on multiplying fractions and dividing fractions by a whole number, and developing their ability to perform any of the four operations with fractions. Lastly, the pupils will apply understanding of units of measure, both metric and imperial. Pupils will practise converting between units and apply conversions to problem-solving contexts.

Science

In our *Classifying Living Things* topic, the pupils will consider how living things are classified into broad groups, according to common observable characteristics, and based on similarities and differences. Their study will include microorganisms, plants and animals. They will give reasons for classifying plants and animals based on specific characteristics. They will also study the important work of Carl Linnaeus within this field. The pupils will study *Light*, recognising that light appears to travel in straight lines. They will use this idea to explain why shadows have the same shape as the objects that cast them, and that objects are seen because they give out or reflect light into the eye. They will also consider how we see things.

History

The pupils will study World War 2, exploring some of the major battles of the time, as well as considering some political and social consequences of the war. They will also look at the new technologies that were

used during the war, and investigate some of the changes that occurred in Britain in the decade after the Second World War ended. In their study of *The Ancient Greeks*, the pupils will look at the chronology of important events in Ancient Greek history, as well as exploring the significance of Greek architecture, literature, political systems and artefacts.

Geography

In Geography, the pupils will study how to use maps, looking at common features of different map types, map symbols and find places using four- and six-figure grid references. Following this, they will study aspects of the physical and human geography of North America, including the population, rivers and mountains. They will look at some of the reasons for geographical similarities and differences between regions within North America, and between North America and Europe.

Computing

In Computing, the pupils will develop their knowledge of coding and physical computing. Pupils will design and develop a BBC micro:bit powered modification to a soft toy to make the toy interactive. After that, pupils will focus on computational thinking, participating in some hands-on unplugged activities, which help them to develop an understanding of some important algorithms. They will also investigate these when implemented as *Scratch* or *Snap!* programs.

Religious Education

The pupils will study *Stories from Hinduism*. They will identify some key beliefs and features of Hinduism. They will find out how Krishna is represented in Hindu stories, and explore the themes of success, punishment and forgiveness, and telling the truth within Hindu teachings. In *What is a Church?* the pupils will consider whether a church is a building, its people or both, and explore churches from around the world. They will consider how churches can reflect local culture, how they help Christians worship and how they serve their communities.

Design Technology

The pupils will explore how to improve the speed of a motorised car and apply their ideas to their own model. They will demonstrate safe woodworking skills to create the frame for the car, and will use a vacuum former to create the car body. They will apply their ideas to make their model travel as fast as possible, as well as considering how to ensure it travels on a straight path. The project will end with a race-off, where each vehicle will compete to find the one that is 'first across the line'.

Art

The pupils will study British and American Pop Art, focussing mainly on the work of Roy Lichtenstein and Andy Warhol. They will consider the inspiration behind this movement and explore some of the painting and printing techniques used. The pupils will compare and contrast the varying styles within Pop Art and will create their own pieces of modern Pop Art in the style of their chosen Pop Art artists. The pupils will also investigate how Pop Art has influenced the work of modern-day artists, such as Banksy.

Music

The pupils will be introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance. 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**

This year the pupils will be following the *Jigsaw* PSHE programme for ages 10-11. This term, they will explore the topic *Being Me in My World*, focussing on the question: 'Who am I, and where do I fit in?'. After half-term, the topic will change to *Celebrating Difference*, during which pupils will discuss the importance of respecting similarities and differences between people, anti-bullying and being unique.

French

In French, the pupils will learn extended forms of greetings and informal language. They will revise numbers, days and months, and carry out a class survey, recording the results. They will give personal information orally and written, and produce their own identity card. They will learn the pronunciation of the French alphabet and spell out their name, asking others to do the same. They will learn how to correctly use a bilingual dictionary and an online dictionary, such as wordreference.com. They will use the dictionary to increase their own vocabulary, selecting new words, eventually producing a picture alphabet for an audience of younger pupils.

Physical Education, Games and Swimming

This term, the pupils will be taking part in: Gymnastics - counter balance and counter tension, linking skills to perform actions and sequences of movement, subsequently evaluating their own performances and the performance of others; Dance - developing creativity to create routines using a range of dynamics to music, following counts of beats using a variety of choreography, and performing in a group and as a duet, developing confidence and understanding of different stimuli; Swimming - improving water confidence to be able to swim uninterrupted using one stroke, developing stroke technique to include rhythmical breaths and aim to swim at least 25 metres of their chosen stroke or a variety of strokes; Indoor Athletics - developing physical, health-related fitness, including jumping, running, and throwing; Football - improving tactical understanding of the game and developing ball skills; Hockey - continuing to develop stick skills to use a range of passes and skills in game situations, developing defending skills, channelling and marking, and understanding set pieces, long corners and short corners in defending and attacking situations; Netball - developing attacking and defending skills, marking, dodging, lead runs and shooting. Gaining experience playing in a variety of playing positions, and enhancing footwork to support quick passing, shooting distance and angles.

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