

Autumn Term 2019-20

Detailed subject progression maps in U:\Teaching and Learning\2019-20\Curriculum Coverage

Subject	Year 3	Year 4	Year 5	Year 6
Literacy	The Stone Age Boy- narrative writing Boy with Bronze Axe- Narrative writing Butser – Instructions Information text – The Celts	Leon and The place between – Narrative Writing The Worst Witch - Instructions Harry Potter – Persuasive and narrative	Arabian Nights – Narrative writing – traditional tales and letter writing Cosmic – recounts / information text - leaflets	Macbeth – newspaper, diary Stone Girl, Bone Girl – biographies Just so stories – narratives (explaining) Alma – narrative
Maths	Number: Place Value, Addition and Subtraction, Multiplication and Division, number bonds and times tables, Fractions	Number: Place value, Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division	Number: Place Value, Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area	Number: Place Value, Addition, Subtractions, Multiplication and Division, Fractions Geometry: Position and Direction sequences, shape, fractions, decimals and percentages, measures and data handling
Science	Rocks & Solis Magnets	States of Matter Forces	Properties and Changes of Materials Earth and Space	Evolution and Inheritance <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
R.E	Lord's prayer, The Bible – God's plan revealed Why do Christians still pray the Lord's Prayer? What is the Trinity? – Core learning This unit also connects with the 'God' concept. Christmas What might Jesus think about Christmas?	What is it like to follow God? What is the Trinity? – Digging deeper This unit also connects with the 'God' concept	Islam- How can a mosque help us to understand the Muslim faith? What are the pillars of Islam? Christianity – incarnation	What helps Hindus to worship? What does the Bible say about friendships and relationships? Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good news'?
History	Chronology - Stone Age, Bronze Age, Iron Age Changes in Britain from the Stone Age to the Iron Age		Arabian Nights Topic - Early Islamic Civilisations a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900. Space race	WWI – Remembrance (brief)
Geography	Stone Age, Bronze Age, Iron Age in the UK	UK places counties of UK (name and locate all)	Islamic civilisations Use atlases to locate key locations that were influential to Early Islamic Civilisation. Identify countries bordering Iraq. How the culture, medical advances and inventions still influence life today.	None in this unit
Computing	Intro to computer suite, logging in and word processing E-safety - What is e-safety? Sharing personal information online; Word processing - entering text & pictures, formatting text;	E-safety - safe searching and plagiarism Code Studio: Understanding loops in algorithms Using sprites to create geometric shapes	E-safety - avoiding exploitation Dazzle - computer design and repeating patterns	E-safety online gaming and social media safety scratch code a game. Networks To understand how computer networks operate
Art	Techniques intro, cave paintings, Stonehenge pastel pictures Silhouettes; Paper weaving ;	Classic artists- Realist, Expressionist and Impressionist painters. Portraits and sketching techniques.	Islamic patterns, Constellation pictures using paint Constellation picture; understanding meanings of paintings and religious connections.	Lowry <ul style="list-style-type: none"> To know key facts about a 20th Century artist To sketch figures in the style of Lowry To use perspective and tone to create a street scene To create a piece of work in the style of Lowry Pliny's mythical beasts

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				<ul style="list-style-type: none"> To appraise the work of Pliny and Albrecht Dura To complete an observational drawing of natural objects using scale and marking techniques To experiment with different medias To collage a mythical beast To accurately draw a mythical beast using scale and marking techniques
D.T	Design and construct Stone Age shelters; Weaving with different materials;	Clay modelling Guard to the Philosopher's Stone <i>Plan & Design</i> model based on Clay with addl materials	See Spring & Summer Terms	Fairgrounds <ul style="list-style-type: none"> To investigate and evaluate different fairground rides To investigate strong and stable structures To investigate how a motor works To design a carousel or Ferris wheel To make a strong and stable fairground To make a circuit To evaluate their ride Stockings <ul style="list-style-type: none"> To design a stocking To cut fabric accurately To use running stitch to secure a design and sew a lining To use chain stitch To use blanket stitch
Music	<p>Introduction to Music Room Exploring pulse, rhythm and pitch using a variety of genres.</p> <p>To begin to use instruments to explore pulse and rhythm (glockenspiels)</p> <p>Using a selection of genres to - listen with attention to detail and recall sounds with increasing aural memory and to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Charanga – Let your spirit fly programme</p> <p>Christmas production</p>	<p>Exploring pulse, rhythm and pitch within various types of music. Explore tuned and un-tuned instruments</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To play and perform in solo and ensemble contexts, using voices and musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Charanga – Mamma Mia programme</p>	<p>To play and perform in solo and ensemble contexts, using voices and musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use a variety if instruments such as recorders, glockenspiels and a number of untuned instruments. To understand how music can be used create imagery.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music Objective: Improvise and perform with others', taking instructions from the leader.</p> <p>To know that sounds can be made in different ways and described using given and invented signs and symbols</p> <p>Charanga – Happy programme and Christmas production</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music To now that sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Objective: explore, choose and organize musical ideas within musical structures.</p> <p>Charanga – Fresh Prince of Bel Air and hip hop programme.</p>
French	"Moi" greetings, name, numbers up to 20, ages and alphabet	Les Animaux (Animals) - Vocabulary for pets and some other animals. Using colour and size adjectives	En Ville (In town) Places in town. Saying what there is or isn't using "il y a"; Asking for	Les Vêtements - Vocabulary for clothing. Gender – masculine, feminine, plural.

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		to describe animals. Asking and saying pets people have or don't have. Les Jouets (Toys) - Vocabulary for toys. Basic opinion phrases .Basic conjunctions. Writing a letter.	and giving directions to places in a town.	Revision of colours and sizes. Adjectival agreement and positioning. Forming –er verbs (porter). Dictionary skills. Conversation skills.
PSHCE	Being in my world - Getting to Know Each Other; Our Nightmare School; Our Dream School; Rewards & Consequences; Our Learning Charter; Owning our Learning Charter. Celebrating difference – Families; Family conflict; Witness and feelings; Witness and solutions; Words that harm; Celebrating difference: compliments. Resilience workshop and transition to junior school	Being in my world - Becoming a Class 'Team'; Being a School Citizen; Rights, Responsibilities and Democracy; Rewards & Consequences; Our Learning Charter; Owning our Learning Charter. Celebrating difference – Judging by Appearances; Understanding Influences; Understanding Bullying; Problem-solving; Special Me; Celebrating Difference: how we look.	Being in my world - My Year Ahead; Being Me in Britain; Responsibilities; Rewards & Consequences; Our Learning Charter; Owning our Learning Charter. Celebrating difference - Different cultures; Racism; Rumours and name-calling; Types of bullying; Does money matter? Celebrating difference across the world.	Being in my world - My Year Ahead; Being a Global Citizen 1 and 2; The Learning Charter; Consequences; Owning our Learning Charter. Celebrating difference - Am I Normal? Understanding Disability; Power Struggles; Why Bully? Celebrating Difference
P.E	Focus is water confidence building up to streamlining towards the end of October - Swim competently, confidently and proficiently over a distance of at least 25metres Focus is to start to build up the pupils physical literacy and dance vocabulary using a theme as stimulus (Superhero theme) - Develop flexibility, strength, technique, control and balance; Perform dances using a range of movement patterns	Focus is to work closely with Year 4 Team to produce a variety of strong cross-curricular links in Literacy, Numeracy as well as teamwork, communication and problem solving - Swim competently, confidently and proficiently over a distance of at least 25metres Focus is to continue to build on last year's dance vocabulary and develop their movement patterns with an introduction to creating their own choreography (Harry Potter theme – cross curricular links with Year 4 topic) - Develop flexibility, strength, technique, control and balance; Perform dances using a range of movement patterns	Focus is stroke development; Front Crawl & Backstroke - Swim competently, confidently and proficiently over a distance of at least 25metres; Use a range of strokes effectively e.g. Front Crawl, Backstroke and Breaststroke An increase in the difficulty of movement patterns with the focus on choreography (pupils led), looking at improving performances (self/peer) with ICT - Develop flexibility, strength, technique, control and balance; Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Focus is stroke development; Breaststroke & Butterfly - Swim competently, confidently and proficiently over a distance of at least 25metres and use a range of strokes effectively e.g. Front Crawl, Backstroke and Breaststroke. A continued increase in difficulty of movement patterns (grand jette, barrel rolls, paired contact work) focus on choreography (pupil led), looking at improving performances (self/peer) with ICT - Develop flexibility, strength, technique, control and balance; Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Trips	Resilience Workshop Butser Ancient Farm	Circus skills workshop Winchester Science Centre	Arabian Nights Workshop, Mosque visit and Space virtual reality	Shakespeare workshop; Mandir temple and WA challenge first aid