

# 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<br>Boy with Bronze Axe- Narrative writing<br>Butser – Instructions<br>Information text – The Celts  | Leon and The place between – Narrative Writing<br>The Worst Witch - Instructions<br>Harry Potter – Persuasive and narrative               | Arabian Nights – Narrative writing – traditional tales and letter writing<br>Cosmic – recounts / information text - leaflets  | Macbeth – newspaper, diary<br>Stone Girl, Bone Girl – biographies<br>Just so stories – narratives (explaining)<br>Alma – narrative   |
| Maths     | Number: Place Value, Addition and Subtraction, Multiplication and Division, number bonds and times tables, Fractions   | Number: Place value, Addition and Subtraction<br>Measurement: Length and Perimeter<br>Number: Multiplication and Division                 | Number: Place Value, Addition and Subtraction<br>Statistics<br>Number: Multiplication and Division<br>Measurement: Perimeter and Area   | Number: Place Value, Addition, Subtractions, Multiplication and Division, Fractions<br>Geometry: Position and Direction<br>sequences, shape, fractions, decimals and percentages, measures and data handling   |
| Science   | Rocks & Solis<br>Magnets   | States of Matter<br>Forces  | Properties and Changes of Materials<br>Earth and Space  | <b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>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> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> |
| R.E       | Lord's prayer, The Bible – God's plan revealed<br>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?<br><br>Christianity – incarnation  | What helps Hindus to worship?<br>What does the Bible say about friendships and relationships?<br>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<br>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.<br>Space race                        | WWI – Remembrance (brief)  |
| Geography | Stone Age, Bronze Age, Iron Age in the UK  | UK places<br>counties of UK (name and locate all)   | Islamic civilisations<br>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<br>E-safety - What is e-safety?<br>Sharing personal information online;<br>Word processing - entering text & pictures, formatting text;  | E-safety - safe searching and plagiarism<br>Code Studio:<br>Understanding loops in algorithms<br>Using sprites to create geometric shapes | E-safety - avoiding exploitation<br>Dazzle - computer design and repeating patterns   | <b>E-safety</b><br>online gaming and social media safety<br>scratch code a game.<br><b>Networks</b><br>To understand how computer networks operate   |
| Art       | Techniques intro, cave paintings, Stonehenge pastel pictures Silhouettes; Paper weaving ;  | Classic artists- Realist, Expressionist and Impressionist painters.<br>Portraits and sketching techniques.                                | Islamic patterns, Constellation pictures using paint<br>Constellation picture; understanding meanings of paintings and religious connections.   | <b>Lowry</b> <ul style="list-style-type: none"> <li>To know key facts about a 20<sup>th</sup> Century artist</li> <li>To sketch figures in the style of Lowry</li> <li>To use perspective and tone to create a street scene</li> <li>To create a piece of work in the style of Lowry</li> </ul> <b>Pliny's mythical beasts</b>   |

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|        |  |   |  | <ul style="list-style-type: none"> <li>To appraise the work of Pliny and Albrecht Dura</li> <li>To complete an observational drawing of natural objects using scale and marking techniques</li> <li>To experiment with different medias</li> <li>To collage a mythical beast</li> <li>To accurately draw a mythical beast using scale and marking techniques</li> </ul>  |
| D.T    | Design and construct Stone Age shelters;<br>Weaving with different materials;  | Clay modelling<br>Guard to the Philosopher's Stone<br><i>Plan &amp; Design</i> model based on Clay with addl materials  | See Spring & Summer Terms  | <b>Fairgrounds</b> <ul style="list-style-type: none"> <li>To investigate and evaluate different fairground rides</li> <li>To investigate strong and stable structures</li> <li>To investigate how a motor works</li> <li>To design a carousel or Ferris wheel</li> <li>To make a strong and stable fairground</li> <li>To make a circuit</li> <li>To evaluate their ride</li> </ul> <b>Stockings</b> <ul style="list-style-type: none"> <li>To design a stocking</li> <li>To cut fabric accurately</li> <li>To use running stitch to secure a design and sew a lining</li> <li>To use chain stitch</li> <li>To use blanket stitch</li> </ul> |
| Music  | <p>Introduction to Music Room<br/>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<br/>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<br/>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<br/>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.<br>Saying what there is or isn't using "il y a"; Asking for   | Les Vêtements - Vocabulary for clothing.<br>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; Owing 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; Owing 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; Owing 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; Owing 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<br>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<br><br>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<br><br>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<br>Butser Ancient Farm   | Circus skills workshop<br>Winchester Science Centre  | Arabian Nights Workshop, Mosque visit and Space virtual reality  | Shakespeare workshop; Mandir temple and WA challenge first aid  |