

Whitchurch Junior School Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
<p>English</p> <p>(For further detail please refer to the NC and CQ)</p> <p>All year groups to ensure a variety of non-fiction and fictional text types are covered.</p> <p>Refer to separate guidance for spelling.</p>	<p>Writing & Transcription</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - discuss writing similar to that which they are planning to write - compose and rehearse sentences orally - in narratives, create settings, characters and plots - assessing the effectiveness of their own and others' writing - proof-read for spelling and punctuation errors - read aloud their own writing 	<p>Writing & Transcription</p> <ul style="list-style-type: none"> - spell further homophones - spell words that are often misspelt (English Appendix 1) - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - organising paragraphs around a theme - in non-narrative material, use simple organisational devices - assessing the effectiveness of their own and others' writing - proposing changes to grammar and vocabulary - proof-read for spelling and punctuation errors - read aloud their own writing 	<p>Writing & Transcription</p> <ul style="list-style-type: none"> - use further prefixes and suffixes - spell some words with 'silent' letters - continue to distinguish between homophones and other words which are often confused - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling and meaning - use a thesaurus - write legibly, fluently and with increasing speed - identify the audience for and purpose of the writing - in writing narratives, considering how authors have developed characters and settings - use further organisational and presentational devices to structure text - in narratives, describe settings, characters and atmosphere - assess the effectiveness of their own and others' writing - proof-read for spelling and punctuation errors - perform their own compositions 	<p>Writing & Transcription</p> <ul style="list-style-type: none"> - use knowledge of morphology and etymology in spelling - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling and meaning - use a thesaurus - write legibly, fluently and with increasing speed - note and develop initial ideas, drawing on reading and research where necessary - select appropriate grammar and vocabulary - précis longer passages - integrate dialogue to convey character and advance the action - use a wide range of devices to build cohesion within and across paragraphs - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation - ensure the consistent and correct use of tense - ensure correct subject and verb agreement - proof-read for spelling and punctuation errors - perform their own compositions
	<p>Grammar</p> <ul style="list-style-type: none"> - use conjunctions, adverbs and prepositions to express time and cause - choose nouns or pronouns appropriately for clarity and cohesion - indicate possession by using the possessive apostrophe with plural nouns - use and punctuate direct speech - learn the grammar for year 3 in English Appendix 2 	<p>Grammar</p> <ul style="list-style-type: none"> - extend the range of sentences with more than one clause - use the present perfect form of verbs in contrast to the past tense - use fronted adverbials - use commas after fronted adverbials - use and punctuate direct speech - learn the grammar for year 4 in English Appendix 2 	<p>Grammar</p> <ul style="list-style-type: none"> - use passive verbs to affect the presentation of information in a sentence - use expanded noun phrases - use modal verbs or adverbs to indicate degrees of possibility - use commas - use brackets, dashes or commas to indicate parenthesis - use a colon to introduce a list - punctuate bullet points consistently 	<p>Grammar</p> <ul style="list-style-type: none"> - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use the perfect form of verbs - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - use hyphens to avoid ambiguity - use semi-colons, colons or dashes to mark boundaries between independent clauses

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			- learn the grammar for year 5 in English Appendix 2	- learn the grammar for year 6 in English Appendix 2
	<p>Reading</p> <ul style="list-style-type: none"> - read further exception words - develop positive attitudes to reading and understanding of what they read - understand what they read, in books they can read independently - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Reading</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes - develop positive attitudes to reading and understanding of what they read - understand what they read, in books they can read independently - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Reading</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes - maintain positive attitudes to reading and understanding of what they read - understand what they read - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - retrieve, record and present information from non-fiction - provide reasoned justifications for their views. - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Reading</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes - maintain positive attitudes to reading and understanding of what they read - understand what they read - distinguish between statements of fact and opinion - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and Debates 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - gain, maintain and monitor the interest of the listener(s) - participate in discussions, presentations, performances, role play, improvisations and debates - articulate and justify answers, arguments and opinions - ask relevant questions to extend their understanding and knowledge - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - consider and evaluate different viewpoints, attending to and building on the contributions of others - participate in discussions, presentations, performances, role play, improvisations and debates - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - select and use appropriate registers for effective communication. - participate in discussions, presentations, performances, role play, improvisations and debates - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

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<p>Maths</p> <p>(For further detail please see North East Shropshire Teaching School Alliance Maths Scheme of Work)</p>	<p>Number/Calculation</p> <p>Learn 3, 4 & 8x tables</p> <ul style="list-style-type: none"> - Secure place value to 100 - Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits - Written column addition & subtraction - Solve number problems, including multiplication & simple division and missing number problems - Use commutativity to help calculations 	<p>Number/Calculation</p> <ul style="list-style-type: none"> - Know all tables to 12 x 12 - Secure place value to 1000 - Use negative whole numbers - Round numbers to nearest 10, 100 or 1000 - Use Roman numerals to 100 (C) - Column addition & subtraction up to 4 digits - Multiply & divide mentally - Use standard short multiplication 	<p>Number/Calculation</p> <ul style="list-style-type: none"> - Secure place value to 1,000,000 - Use negative whole numbers in context - Use Roman numerals to 1000 (M) - Use standard written methods for all four operations - Confidently add & subtract mentally - Use vocabulary of prime, factor & multiple - Multiply & divide by powers often - Use square and cube numbers 	<p>Number/Calculation</p> <ul style="list-style-type: none"> - Secure place value & rounding to 10,000,000, including negatives - All written methods, including long division - Use order of operations (not indices) - Identify factors, multiples & primes - Solve multi-step number problems Algebra - Introduce simple use of unknowns
	<p>Geometry & Measure</p> <p>Measure & calculate with metric measures</p> <ul style="list-style-type: none"> - Measure simple perimeter - Add/subtract using money in context - Use Roman numerals up to XII; tell time - Calculate using simple time problems - Draw 2-d / Make 3-d shapes - Identify and use right angles - Identify horizontal, vertical, perpendicular and parallel lines 	<p>Geometry & Measure</p> <ul style="list-style-type: none"> - Compare 2-d shapes, including quadrilaterals & triangles - Find area by counting squares - Calculate rectangle perimeters - Estimate & calculate measures - Identify acute, obtuse & right angles - Identify symmetry - Use first quadrant coordinates - Introduce simple translations 	<p>Geometry & Measure</p> <ul style="list-style-type: none"> - Convert between different units - Calculate perimeter of composite shapes & area of rectangles - Estimate volume & capacity - Identify 3-d shapes - Measure & identify angles - Understand regular polygons - Reflect & translate shapes 	<p>Geometry & Measure</p> <ul style="list-style-type: none"> - Confidently use a range of measures & conversions - Calculate area of triangles/ parallelograms - Use area & volume formulas - Classify shapes by properties - Know and use angle rules - Translate & reflect shapes, using all four quadrants
	<p>Fractions & Decimals</p> <ul style="list-style-type: none"> - Use & count in tenths - Recognise, find & write fractions - Recognise some equivalent fractions - Add/subtract fractions up to <1 - Order fractions with common denominator 	<p>Fractions & Decimals</p> <ul style="list-style-type: none"> - Recognise tenths & hundredths - Identify equivalent fractions - Add & subtract fractions with common denominators - Recognise common equivalents - Round decimals to whole numbers - Solve money problems 	<p>Fractions & Decimals</p> <ul style="list-style-type: none"> - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers - Link percentages to fractions & decimals 	<p>Fractions & Decimals</p> <ul style="list-style-type: none"> - Compare & simplify fractions - Use equivalents to add fractions - Multiply simple fractions - Divide fractions by whole numbers - Solve problems using decimals & percentages - Use written division up to 2dp - Introduce ratio & proportion
	<p>Statistics</p> <ul style="list-style-type: none"> - Interpret bar charts & pictograms 	<p>Statistics</p> <ul style="list-style-type: none"> - Use bar charts, pictograms & line graphs 	<p>Statistics</p> <ul style="list-style-type: none"> - Interpret tables & line graphs - Solve questions about line graphs 	<p>Statistics</p> <ul style="list-style-type: none"> - Use pie charts - Calculate mean averages

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Science	Biology - Plants, including parts, lifecycle and requirements for life - Animals including human: skeletons & nutrition	Biology - Classify living things - Digestive system & teeth - Food chains	Biology - Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) - Reproduction in some plants and animals. - Describe changes as humans develop to old age	Biology - Classification, including microorganisms - Human circulatory system and describe functions of heart, blood vessels and blood. - Impact of diet, exercise, drugs and lifestyle. - Evolution, inheritance & adaption
	Chemistry - Simple classification of rock types and basic formation	Chemistry - Compare and group materials (solids, liquids or gases) - Changes of state - The water cycle	Chemistry - Classify materials according to a variety of properties - Understand mixtures & solutions - Separating materials - Know about reversible changes; identify irreversible changes	Chemistry - Understanding of fossilisation (linked to evolution) - Classification of rock types (more advanced than year 3)
	Physics - Sources of light; shadows & reflections - Simple forces, including magnetism - Compare how things move on different surfaces.	Physics - Sound - Electricity: simple circuits & conductors/insulators	Physics - Understand location and movement of the Earth & other planets - Explain day and night - Introduce gravity, resistance & mechanical forces	Physics - Light & Shadows; the eye - Electricity: investigating circuits, buzzers and bulbs
History - Chronological understanding - Knowledge and understanding of events, people and changes in the past - Historical interpretations - Historical Enquiry - Organisation and Communication	British History - Changes in Britain from the Stone Age (Neolithic) to the Iron Age, including: ☺ hunter-gatherers and early farmers ☺ Bronze age religion, technology & travel ☺ Iron age hill forts	British History - Anglo-Saxons and Scots ,including: ☺ Roman withdrawal from Britain; ☺ Scots invasion ☺ Edward the Confessor ☺ Anglo-Saxon art and culture ☺ Christian conversion – Canterbury, Iona and Lindisfarne	British History - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including: ☺ Invasions, settlements & kingdoms ☺ Alfred the Great and Athelstan ☺ Viking invasions/raids; Danegald ☺ Anglo-Saxon Laws and Justice	British History - A study of an aspect or theme in British history extends chronological knowledge beyond 1066. The British Empire - An extended period study, changes in social history ☺ Crime & punishment ☺ The Industrial Revolution ☺ Entertainment and Leisure - A significant turning point in British history ☺ WW2/Battle of Britain/First Railways
	Broader History Study - Earliest ancient civilisations: an overview of where and when the first civilizations appeared and a depth study Choose one of the following: . Ancient Sumer . The Indus Valley . Ancient Egypt . The Shang Dynasty of Ancient China	Broader History Study - A non-European society - <u>one</u> study chosen from: . Early Islamic civilization, c. AD 900; . Mayan civilization c. AD 900; . Benin c. AD 900-1300.	Broader History Study - Roman Empire and its impact on Britain. This could include: . Julius Caesar’s attempted invasion . the Roman Empire by AD 42 and the power of its army . successful invasion by Claudius and conquest, including Hadrian’s Wall . British resistance, e.g. Boudica	Broader History Study - Ancient Greece, i.e. . A study of Greek life and achievements and their influence on the western world

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			. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	
Geography	<p>Locational/Pace knowledge</p> <ul style="list-style-type: none"> - Locate world's countries, focusing on locations of areas of vegetation, mountains, deserts and ocean/sea names (links to History and Science) <p>Human & Physical geography</p> <ul style="list-style-type: none"> - Describe & understand mountains - Focus on Settlements, trade links etc <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure & record 	<p>Locational/Pace knowledge</p> <ul style="list-style-type: none"> - Name & locate counties, cities, regions & topographical features of UK inc hills, mountains, rivers etc. <p>Human & Physical geography</p> <ul style="list-style-type: none"> - Describe and understand rainforests - Describe & understand rivers, and the water cycle. - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 8 points of compass, symbols & keys - Use fieldwork to observe, measure & record 	<p>Locational/Pace knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - Study a region of the UK (not local area) - Study a region of Europe. (Comparison to UK area studied) (links to history?) <p>Human & Physical geography</p> <ul style="list-style-type: none"> - Describe & understand volcanoes and Earthquakes - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use fieldwork to observe, measure & record -Use the 8 points of a compass, 4 and 6 figured reference grids 	<p>Locational/Pace knowledge</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - Study a region of the Americas <p>Human & Physical geography</p> <ul style="list-style-type: none"> - Understand climate zones, biomes and vegetation belts. - Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use 4 and 6 figure grid references on OS maps - Use fieldwork to observe, measure & record
Art and Design	<ul style="list-style-type: none"> - Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers <p>Drawing, painting, sculpting & Textiles</p> <p>List key skills to be covered eg: batik</p>	<ul style="list-style-type: none"> - Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers <p>Drawing, painting, sculpting & Textiles</p> <p>List key skills to be covered eg: batik</p>	<ul style="list-style-type: none"> - Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers <p>Drawing, painting, sculpting & Textiles</p> <p>List key skills to be covered eg: batik</p>	<ul style="list-style-type: none"> - Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting and sculpture with varied materials - Learn about great artists, architects & designers <p>Drawing, painting, sculpting & Textiles</p> <p>List key skills to be covered eg: batik</p>

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<p>Design and Technology</p>	<p>Use research & criteria to develop products which are fit for purpose</p> <ul style="list-style-type: none"> - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work - Understand seasonality; prepare & cook mainly savory dishes <p>Lever, products, structures, food <u>List key skills to be covered eg: catapults (structures and levers)</u></p>	<p>Use research & criteria to develop products which are fit for purpose</p> <ul style="list-style-type: none"> - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work - Understand seasonality; prepare & cook mainly savory dishes <p>Lever, products, structures, food <u>List key skills to be covered eg: catapults (structures and levers)</u></p>	<p>Use research & criteria to develop products which are fit for purpose and aimed at specific groups</p> <ul style="list-style-type: none"> - Use annotated sketches, cross-section diagrams & computer-aided design - Analyse & evaluate existing products and improve own work - Use mechanical & electrical systems in own products, including programming - Cook savory dishes for a healthy & varied diet <p>Lever, products, structures, food <u>List key skills to be covered eg: catapults (structures and levers)</u></p>	<p>Use research & criteria to develop products which are fit for purpose and aimed at specific groups</p> <ul style="list-style-type: none"> - Use annotated sketches, cross-section diagrams & computer-aided design - Analyse & evaluate existing products and improve own work - Use mechanical & electrical systems in own products, including programming - Cook savory dishes for a healthy & varied diet <p>Lever, products, structures, food <u>List key skills to be covered eg: catapults (structures and levers)</u></p>
<p>Computing</p> <p>Wessex SoW</p> <p>Plus word processing and presentation package use</p>	<p>Design & write programs to achieve specific goals, incl. solving problems</p> <ul style="list-style-type: none"> - Use logical reasoning - Understand computer networks - Use internet safely and appropriately - Collect and present data appropriately <p>Bringing it to Life Games in a new world Move it and sort it</p>	<p>Design & write programs to achieve specific goals, incl. solving problems</p> <ul style="list-style-type: none"> - Use logical reasoning - Understand computer networks - Use internet safely and appropriately - Collect and present data appropriately <p>Comics Games and information Become a games designer</p>	<p>Design & write programs to solve problems</p> <ul style="list-style-type: none"> - Use sequences, repetition, inputs, variables and outputs in programs - Detect & correct errors in programs - Understand uses of networks for collaboration & communication - Be discerning in evaluating digital content <p>Sounds Shape and weather Find out and share</p>	<p>Design & write programs to solve problems</p> <ul style="list-style-type: none"> - Use sequences, repetition, inputs, variables and outputs in programs - Detect & correct errors in programs - Understand uses of networks for collaboration & communication - Be discerning in evaluating digital content <p>Ancient Civilizations Inside your insides Understanding and challenge</p>
<p>MFL</p> <p>AC to finalise</p>	<ul style="list-style-type: none"> - Listen & engage - Ask & answer questions - Speak in sentences using familiar vocabulary - Develop appropriate pronunciation - Show understanding of words & phrases - Appreciate stories, songs, poems & rhymes - Broaden vocabulary <p>Grammar...gender, verbs, adjectives, spellings..vowels, consonants...</p>	<ul style="list-style-type: none"> - Listen & engage - Ask & answer questions - Speak in sentences using familiar vocabulary - Develop appropriate pronunciation - Show understanding of words & phrases - Appreciate stories, songs, poems & rhymes - Broaden vocabulary <p>Grammar... as year 3 with ? and ! and adverbs, simple noun, verb agreement</p>	<p>Listen & engage in conversations, expressing opinions</p> <ul style="list-style-type: none"> - Speak in simple language & be understood - Develop appropriate pronunciation - Present ideas & information orally - Show understanding in simple reading - Adapt known language to create new ideas - Describe people, places & things - Understand basic grammar, as Year 4 but with past tense verbs and prepositions and pronouns 	<p>Listen & engage in conversations, expressing opinions</p> <ul style="list-style-type: none"> - Speak in simple language & be understood - Develop appropriate pronunciation - Present ideas & information orally - Show understanding in simple reading - Adapt known language to create new ideas - Describe people, places & things - Understand basic grammar, as Year 5 but with past and present verb tenses and different subjects, ensuring correct noun, verb

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				agreement.
	<p>Greetings Les voyelles/ consonnes..alphabet.. comment ca s'écrit? Classroom instructions Family members Numbers 1-10 Numbers 11-20 Locate different languages spoken in school and on holiday Social conventions- greetings eg.. Kissing etc... Locate countries where French is spoken Body parts Colours.. Book Toutes les couleurs Hair and eyes Animals and colours Easter in France Vegetables Jack and the Beanstalk.. (Jacques et l'haricot vert)</p>	<p>Weather Means of transport Days of the week Classroom instructions How Christmas is celebrated in France Food Classroom equipment Time :Quelle heure est-il monsieur loup? Animals la galette des rois story and activities Animals and their habitats “ La chenille qui fait des trous” story. Adjectives holidays in France</p>	<p>Revise greetings, colours, animals, transport Alphabet... and comment ca s'écrit? Places around town Directions Placement Life in France Maps of Pars/ French towns etc..) Christmas in France) Months of the year Seasons Spring vocabulary How is April fool's day celebrated? The Planets.. Les planetes poems/ rhymes and songs Making sentences asking/ answering questions La fete de Bastille</p>	<p>Our school Telling the time 9half past) Places in school School subjects schools in France compare and contrast Café vocab Past tense... J'ai mange How is Easter celebrated in France? More places in town Dates Past and present How are the school holidays different in France?</p>
Music	<ul style="list-style-type: none"> - Use voice & instruments with increasing accuracy, control and expression - Improvise & compose music - Listen with attention to detail - Appreciate wide range of live & recorded music - Begin to develop understanding of history 	<ul style="list-style-type: none"> - Use voice & instruments with increasing accuracy, control and expression - Improvise & compose music - Listen with attention to detail - Appreciate wide range of live & recorded music - Begin to develop understanding of history 	<ul style="list-style-type: none"> - Perform with control & expression solo & in ensembles - Improvise & compose using dimensions of music - Listen to detail and recall aurally - Use & understand basics of staff notation - Understanding the history of music, including great musicians & composers 	<ul style="list-style-type: none"> - Perform with control & expression solo & in ensembles - Improvise & compose using dimensions of music - Listen to detail and recall aurally - Use & understand basics of staff notation - Understanding the history of music, including great musicians & composers

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PE	<ul style="list-style-type: none"> - Use running, jumping, catching and throwing in isolation and combination - Play competitive games, modified as appropriate - Develop flexibility & control in gym, dance & athletics - Compare performances to achieve personal bests - Swimming proficiency at 25m (Year 3) 	<ul style="list-style-type: none"> - Use running, jumping, catching and throwing in isolation and combination - Play competitive games, modified as appropriate - Develop flexibility & control in gym, dance & athletics - Compare performances to achieve personal bests - Swimming proficiency at 25m (Year 3) 	<ul style="list-style-type: none"> - Use running, jumping, catching and throwing in isolation and in combination - Play competitive games, applying basic principles - Develop flexibility & control in gym, dance & athletics - Take part in Outdoor & Adventurous activities - Compare performances to achieve personal bests 	<ul style="list-style-type: none"> - Use running, jumping, catching and throwing in isolation and in combination - Play competitive games, applying basic principles - Develop flexibility & control in gym, dance & athletics - Take part in Outdoor & Adventurous activities - Compare performances to achieve personal bests
RE See separate schemes of work for more detail.	<ul style="list-style-type: none"> ❖ What Is The Bible And Why Is It Important To Christians? ❖ What Do We Know About Jesus? ❖ Are We Nothing But The Parts We Are Made Of? ❖ Why Is Easter Important To Christians? ❖ Creation Stories ❖ Why should we respect and value the planet? 	<ul style="list-style-type: none"> ❖ What Does A Christian Mean By Loving Your Neighbour? ❖ Celebrations: Christmas Journeys. ❖ Religious festivals from around the world. ❖ Why Do Christians Celebrate Easter? ❖ How do different religions celebrate growing up? ❖ What is truth? 	<ul style="list-style-type: none"> ❖ How should we behave? ❖ How Do People Express Their Faith Through The Arts? ❖ How Do The Beliefs Of Christians Influence Their Actions? ❖ Religious Role Models ❖ Why are religious texts important? ❖ Where did the Christian bible come from? 	<ul style="list-style-type: none"> ❖ How are Religious buildings different from each other? ❖ How Do Christians Mark Special Times In Life? ❖ How Do People Make Sense Of Life And Death? ❖ Special People: Faith In Action. ❖ Worship And Community ❖ Why should we respect and value the planet?
PSHE - E-safety - Female genital mutilation - Belonging to the community (linked to British values and citizenship) - - Bullying - Puberty - Healthy eating	<p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>			

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