NEWLAITHES JUNIOR SCHOOL

Whole School Curriculum Overview 2024 – 2025 **19.9.24 edit**

English at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	· **Fiction:** Stone Age Boy by Satoshi Kitamura (Instructions) · **Fiction:** How to Skin a Bear by Twinkl Reads (Setting Description / Narrative) · **Poetry:** 'You are' poem	· **Fiction**: Mystery Setting 'The Lost Thing' · **Fiction:** Issues and Dilemmas (Oracy) Eg The Window, · **Non-Fiction:** Persuasive Letter Eg 'The Whale Who Ate Plastic' · **Non-Fiction:**Discussion/Debates Eg Deforestation (Oracy) · **Poetry**: Poems on a theme (Animals located near to the equator eg Rainforest Animals)	· **Fiction**: Novel as a theme - Stormbreaker (Anthony Horowitz) · **Fiction**: Older Literature - Shakespeare (Macbeth) · **Non-Fiction**: Information booklet with range of types – magazine · **Fiction**: Myth and fables - Ancient Greece	· **Fiction**: Classical Fiction – 'Alice in Wonderland' by Lewis Carroll · **Poetry**: Narrative Poetry – Alice in Wonderland · **Non-Fiction**: Recounts – 'My Secret War Diary' by Flossie Albright · **Non-Fiction**: Recounts - Newspaper Report – World War II link · **Non-Fiction**: Debate and Persuasive Argument – Geography link · **Fiction**: Third person narrative – World War II link · **Fiction**: Picture Book – 'FArTHER' by Grahame Baker-Smith
Spring	· **Fiction**: Ice Palace – Robert Swindells (Letter/ Character Description/ Playscripts) · **Non-Fiction**: Leaflets · **Non-Fiction**: So You Think You've Got It Bad: A Kids Life in Ancient Rome (Guided Reading – next year)	· **Fiction**: The Iron Man · **Non-Fiction**: Explanation Text The Iron Man · **Non-Fiction**: Recounts/ Newspaper Reports 'Beowulf' · **Non-Fiction**: Non-Chronological Report on a Viking Mythical Monster ·	· **Fiction**: Historical narrative - Titanic · **Fiction**: Stories from other cultures -Odyssey (Gillian Cross) · **Non-Fiction**: Formal reports · **Poetry**: Poems with structure	· **Non-Fiction**: Formal Impersonal Writing – Safety Leaflet · **Non-Fiction**: Descriptive Writing – Favourite Meal · **Non-Fiction**: Recounts – Letter Writing (Complaint) – All Aboard the Empire Windrush by Jillian Powell · **Fiction:** Historical Narrative - All Aboard the Empire Windrush by Jillian Powell · **Poetry**: Performance Poetry – free verse

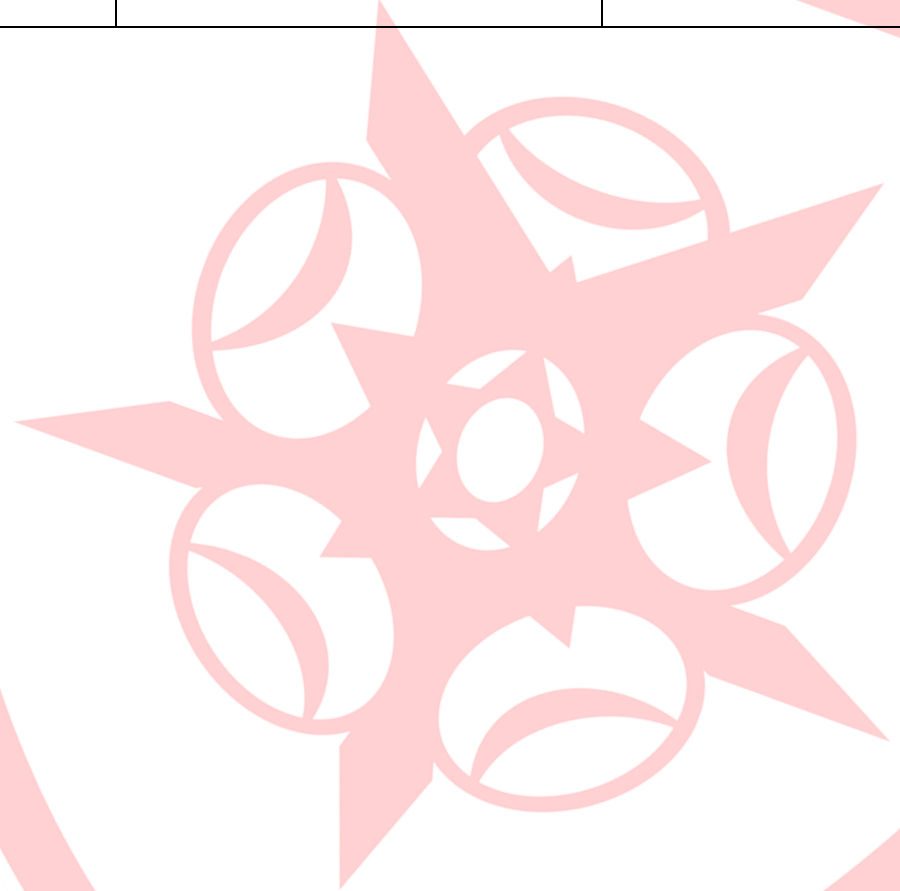| Summer				
	• **Non-Fiction**: Diaries and Re-counts • **Fiction**: Myths and Legends - Arthurian Legends. • **Fiction**: Classic Fiction/ Significant Authors— The Twits • **Poetry**: Classic Poems: A child's Garden of Verses by Robert Louis Stevenson	• **Fiction**: Fantasy World Setting description • **Fiction**: Novel as a theme Fantasy World Character Description 'Harry Potter' • **Fiction**: Fairytales (Ancient Egypt) • **Poetry**: eg kennings/Haiku •	· **Non-Fiction**: Persuasive text -radio or TV broadcast · **Poetry**: Narrative Poetry – The Highwayman · **Poetry**: Poems with figurative language -Pie Corbett · **Non-Fiction**: Discussion/formal debates · **Fiction**: Film and Playscript	· **Non-Fiction**: Explanation Text – Hybrid animal · **Fiction:** Narrative writing – Mini Saga · **Fiction:** Historical Film Narrative – The Windermere Children/After The War: From Auschwitz to Ambleside · **Poetry**: Poetry for Transition— If Children Ruled The World · **Non-Fiction**: Biography · **Non-Fiction**: Dare To Be You by Matthew Syed

Maths at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	· Place Value · Addition and Subtraction · Multiplication and Division (A)	· Place Value · Addition and Subtraction · Area · Multiplication and Division (A)	· Place Value · Addition and Subtraction · Multiplication and Division (A) · Fractions (A)	· Place Value · Addition, Subtraction, Multiplication and Division · Fractions · Geometry/statistics · Area, Perimeter and Volume · Time
Spring	· Multiplication and Division (B) · Length and Perimeter · Fractions (A)	· Multiplication and Division (B) · Length and Perimeter · Fractions · Decimals (A)	· Multiplication and Division (B) · Fractions (B) · Decimals and Percentages · Perimeter and Area · Statistics	· Place Value · Addition, Subtraction, Multiplication and Division · Algebra · Fractions, Decimals and Percentages · Converting Units · Statistics · Time · Coordinates · Angles · Shape
Summer	· Fractions (B) · Statistics · Mass and Capacity · Money · Time · Shape	· Decimals (B) · Money · Time · Shape · Statistics · Position and Direction	· Shape · Position and Direction · Decimals · Negative Numbers · Converting Units · Volume	· Position and Direction · Mean · Ratio and Proportion · Revision · Themed Projects and Problem Solving

Science at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**Animals including humans** ·Get nutrition from food ·Skeletal/muscular system (simple names) & functions ·**Light** ·Recognise need light to see things; dark is absence of light ·Light can be reflected ·Light from sun can be dangerous to eyes ·Shadows (light blocked) ·Patterns in the size of shadow	·**Living Things and Habitats** ·Recognise living things can be grouped in different ways ·Explore & use keys. Identify/name variety of living things in environment ·Recognise environments change & pose dangers to living things ·**Electricity** ·Identify common appliances ·Construct simple circuit ·Series circuit. Switches ·Common conductors and insulators	**Properties and Change of Materials** ·Compare/group materials based upon properties ·Explain dissolving to form a solution. Recovery. Separating mixtures ·Reasons for material uses based upon testing evidence ·Dissolving, mixing, changes in state are reversible ·Irreversible changes	·**Electricity** ·Explain variation in brightness, loudness with number & voltage of cells used. ·Explain variations in component function (brightness, loudness, on/off) ·Recognise symbols in circuit diagram ·**Animals including Humans** ·Identify/name parts of human circulatory system. Functions of heart, vessels & blood ·Impact of diet, exercise, drugs & lifestyle on body function
Spring	· **Magnets and Forces** ·Compare how things move on different surfaces ·Explore push/pull ·Contact forces & 'distance' forces (gravity/magnetism) ·Magnets attract / repel; two poles ·Compare/group materials with magnets	··**Sound** ·Identify how sounds are made ·How sounds travel through medium to ear (vibration) ·Explain sound travels away from source. Gets fainter. ·Patterns in pitch & object, ·Patterns in volume & vibration **Animals including Humans** ·Digestive system (simple) ·Teeth (Inc. structure/function) ·Construct food chains (producers, consumers, predators & prey)	·**Forces** ·Explain objects fall towards earth due to force of gravity ·Effects of air/water resistance & friction ·Some mechanisms, Inc. levers, pulleys & gears, allow a smaller force to have greater effect ·**Earth and Space** ·Describe movement of earth relative to sun & planets ·Describe movement of moon relative to earth ·Sun, earth, moon are spherical ·Explain day/night & movement of sun across sky	·**Animals including Humans** ·Transport of water/nutrients in animals ·**Light** ·Light travels in straight lines from a light source or reflected into the eye ·Ray model to explain size of shadows (prediction)

Summer	**·What plants need** ·Explore requirements for growth (air, light, nutrients, room) & how they vary ·Investigate transport of water ·Plant parts ·Identify/describe functions of parts (root, stem, leaf, flower) ·Role of flowers in life cycle (pollination, seed formation/dispersal) **Rocks** ·Compare on physical properties ·Fossil formation ·Recognise soils are made from rocks & organic matter	**·States of Matter** ·Groups as solids, liquids, gases—compare ·Explain change state with heating & cooling (^{o}C) ·Role of evaporation & condensation in water cycle	**· Animals including Humans** ·Changes as humans develop to old age (Inc. puberty) **·Living Things** ·Life cycles of mammal, amphibian, an insect & a bird ·Describe reproduction in some plants & animals (inc. sexual/asexual)	**·Living Things and Habitats** ·Describe classification into broad groups (animals, plants, microbes) based on observable features ·Reasons for classifying plants & animals based on specific characteristics **·Evolution and Inheritance** ·Living things change over time (fossil evidence) ·Recognise offspring may vary/non-identical to parents ·Explain how adaptation leads to evolution

Computing at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**Online Safety** • Online relationships • Self-Image and identity • Online Bullying **Computing Systems and networks-connecting computers** • Introduction to the concept of input output and process • Protecting devices using passwords • How digital devices help us • How digital devices including computers are connected • What our school network looks like **Stop start animation** • What is an animation? • How to can create an animation using an iPad • Techniques to create a stop start animation • Adding effects to animations	**Online Safety** • Self-image and identity • Online relationships • Online reputation • Online Bullying **Computing systems and networks- The Internet** • Parts of a network • How the internet works • What the WWW is • How to access the WWW • What can be shared on the internet? • Who owns content posted online? • Is everything online true? **Creating Audio-Podcast** • Recording and listening to sound- input and output devices • Recording and editing • Soundtracks and effects • Creating and editing a podcast	**Online Safety** ·Online relationships ·Online reputation ·Online Bullying Copyright and Ownership ·**Computing Systems and Networks- Systems and searching** • Introduction to computer systems • And how digital systems work • Search engines- why they are needed to find things on the WWW and how they work • How to use search engines correctly • How search engines are ranked and if they are influenced. **Creating Media-Video production** • Introduction to video and editing techniques. • Filming techniques • Storyboards and planning a video • Filming and editing	**Online Safety** ·Self-image and identity ·Online relationships ·Online reputation **Computing Systems and networks- Communication and collaboration** • Internet addresses and how they work • Data packets • Connecting computers • Shared working- copyright • Privacy and reporting inappropriate content **Creating Media- Web Page creation** • Reviewing existing websites and evaluating their content • Planning ideas for their own webpage (considering copyright and fair use) • Creating a webpage

Spring	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**

Online Safety
- ·Copyright and ownership
- ·Health, wellbeing and lifestyle
  - Online Reputation
- Managing online information

·Programming A
- Introduction to scratch
- Programming a sprite
- Creating sequences by joining blocks of code
- Changing costumes and making sprites speak

Databases
- Learning what a database is
- Grouping and ordering objects in a database
- Planning and creating a database

Online Safety
- Online reputation
- Managing online information
- Online relationships

Programming A- Repetition in Shape-
- Creating algorithms to produce shapes
- Patterns and repeats
- Using loops to create shapes
- Creating a programme using skills learned

Online Safety
- Managing online information
- Health, wellbeing and lifestyle
- Self-image and identity

Programming A- Selection in physical computing
- Connecting physical devices- crumble/microbit
- Connecting motors
- Conditions in physical computing
- Using "if…then…" structure
- Controlling programs

Desktop Publishing- PowerPoint
- Recapping PowerPoint and it's uses
- Researching an animal and its habitat
- Creating a PowerPoint about their animal

Databases- Flat file databases
- Exploring computer databases
- Grouping information using questions
- Creating a flow chart about an animal

Online Safety
- Managing online information
- Health, wellbeing and lifestyle
- Online relationships

Programming A- Variables in games
- Introduction to variables in coding
- Improving a game by adding variables
- Planning and designing a game

Data and information- Spreadsheets

Collecting and organizing data
Formatting a spreadsheet
Formulas, calculating and duplicating in excel
Planning and presenting data

Summer

Online Safety
- Online relationships
- Self-Image and identity
- Online Bullying

Computing Systems and networks- connecting computers
- Introduction to the concept of input output and process
- Protecting devices using passwords
- How digital devices help us
- How digital devices including computers are connected
- What our school network looks like

Stop start animation
- What is an animation?
- How to can create an animation using an iPad
- Techniques to create a stop start animation
- Adding effects to animations

Online Safety
- ·Online bullying
- Health wellbeing and lifestyle

Photo editing-
- Changing images- rotating and cropping
- The effect that colours and filters have on an image
- Cloning- looking at how parts of an image can be removed or duplicated
- Combining images- copying and pasting different images to create a combined image

Desktop Publishing- PowerPoint
- Use safe searching techniques to learn about a topic
- Present information in a PowerPoint
- Learn about how to add transitions, designs and links in to PowerPoint

Programming B- Repetition in games
- Exploring real life examples of repetition
- Creating count-controlled loops in scratch
- Animating their name using scratch
- Looking at and modifying games on scratch
- Designing and creating a game which uses repetition

Online Safety
- Health wellbeing and lifestyle
- Online Bullying
- Privacy and security

Creating media- Introduction to Vector graphics
- Introduction to vector drawings
- and how they are created using layers
- Look at the shapes used to create vector drawings
- Creating vector drawings

Programming B- Selection in Quizzes
- Recap on selection in programming
- Introducing the "if… then… else" structure in algorithms and programs.
- Using repetition in programming.
- Creating an interactive quiz

Online Safety
- Health wellbeing and lifestyle
- Copyright and Ownership
- Online bullying

-Creating Media- 3Dmodelling
- Introduction to what 3D modelling is and why it is used
- Resizing and modifying 3D objects
- Placeholders and moving 3D objects
- Planning a 3D Model

Programming B- Coding a story
- Planning and designing a story in scratch
- Using sequence and repetition in a story
- Using 'if…then…else…' to make an interactive story using scratch

History at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**Changes in Britain from Stone Age to the Iron Age** · What were the three ages of the Stone Age? · What were the Paleolithic times like and how do we know? · What were the Mesolithic times like and how do we know? · What were the Neolithic times like and how do we know? · What was the difference between the different Stone Age periods? · When was the Bronze Age? What was the Bronze Age times like and how do we know? · How was the Bronze Age different to the Stone Age? · When was the Iron Age? What were the Iron Age times like and how do we know? · What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? **Key concepts** Settlement, Belief, Conflict, Trade, Trade routes	· **What impact did the Anglo Saxons and Scots have on Britain?** · Why did the Anglo Saxons come to Britain? · What was life like for Anglo Saxons in Britain? · What kingdoms were formed by the Anglo Saxons? · How do we know about the Anglo Saxons? · How did religion influence the Anglo Saxons? How do we know this?	· **Ancient Greece** · Who were the Ancient Greeks and when did they rule? · Who were the Ancient Greeks and when did they rule? · City-states: what was the difference between Athens and Sparta? · What was democracy like in Athens? · Why was the theatre important to the Ancient Greeks? · What myths and fables did the Ancient Greeks create? · Why were the Olympic games invented by the Ancient Greeks?	· **How did the bombarded Britz survive The Battle of Britain?** · Why did Britain declare war on Germany in 1939? · Why was rationing introduced? · Why were people evacuated from cities? · What happened in The Battle of Britain? · The Blitz: how did Hitler continue to attack Britain? · How did conflict change society in the Second World War?
Spring	**Local History (Chances Park)** Who were the Chances?	· **Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** · What was life like for the Vikings? · When did the Vikings attack Britain? · Where did the Vikings invade and settle? · What peace was agreed between the Anglo Saxons and Vikings? · Why did the Normans and Vikings both think they had the right to the throne of England?	· **Comparison study Maya and Anglo Saxons** · Where did the Maya live? · What were the significant events in the Maya's history? · What were Maya city-states like? · City-state study –Chichen Itza · What did the Maya invent? · What happened to the Maya city-states? · Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900	· **What was life like for the Windrush generation?** · Where are the Caribbean islands? What's their history? · How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? · Why did people migrate from the Caribbean to England in 1948? · What was life in London like for the Windrush pioneers? · Who was Sam King/Norma Best and what did they do? · How did the Windrush migration change Britain for the better?

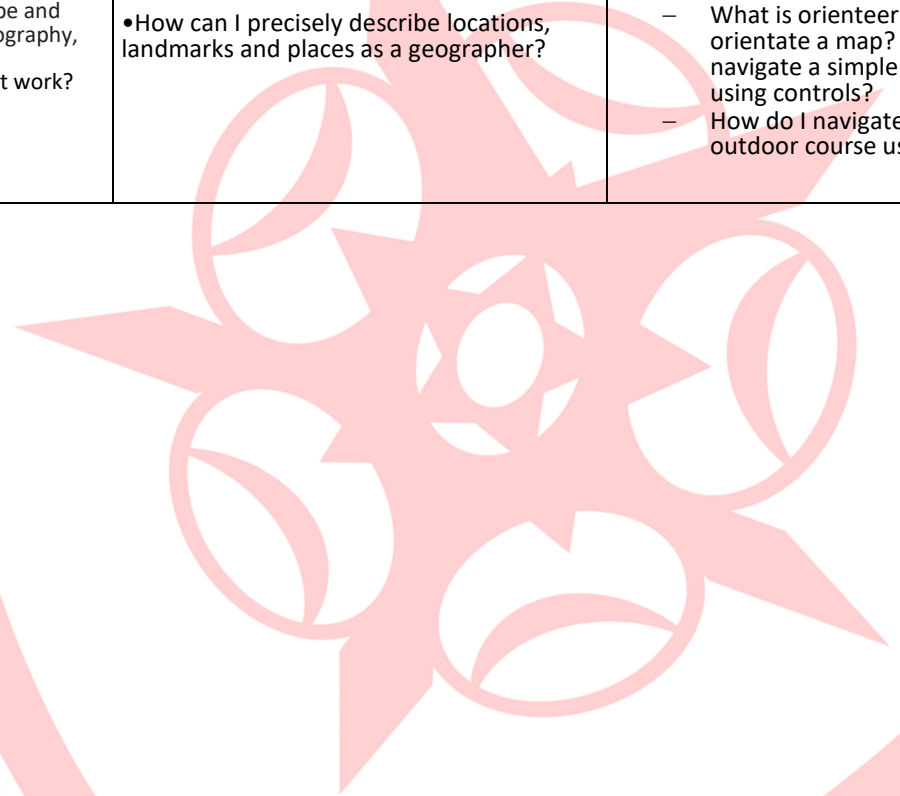| **Summer** | **The Roman Empire and its impact on Britain**
· Who were the Romans?
· What was it like to live in Rome?
· What was it like to live during the Iron Age?
· When did the Romans invade Britain?
· Who resisted the Roman invasion?
· How did the beliefs of British people change under Roman rule?
· How did technology in Britain change under Roman rule?

Key Concepts
Army, Conflict, Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion | · **An overview of where and when the first civilizations appeared**: Ancient Sumer; The Indus Valley**; Ancient Egypt**; The Shang Dynasty of Ancient China
· **Ancient Egypt In Depth Study**
· Who were a few of the earliest civilisations and what did they achieve?
· Who were the Ancient Egyptians and where did they live?
· The new kingdom: Who was significant and what did they achieve?
· Achievements: How did the ancient Egyptians use the River Nile?
· Gods: What did the ancient Egyptians believe in? | · **Tudor England –Local history**
· What was Henry VIII really like?
· Why was Anne Boleyn killed?
· Why did Henry VIII have so many wives?
· What was a Royal Progress?
· What was a Royal Progress like?
What can inventories tell us about life in Tudor times? | · **Beyond 1066**
Local History Study - How did conflict change our society in World War II?
· Remember: The Battle of Britain and World War Two.
· How did Windermere change during World War Two?
· Who were 'The Windermere Boys'?
· Where were the airbases in our locality?
· What effect did these airbases have on our local area?
· How do we remember the brave men and women who defended our country? |

Geography at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**Digital Mapping** Use maps and digital mapping to locate features studied Where is Newlaithes Junior School? Where is Skara Brae/Stonehenge?	**Latitude and Longitude** What are lines of latitude? What are lines of longitude? How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? What are time zones and how do they affect us?	**World countries –Biomes and environmental regions -mountains** •Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator •Where would you find some of the major cities of the world? Remember continents, lines of latitude, longitude, and the Equator •What is a biome? (environmental region) •How do biomes change across the world? •What are the human characteristics that define Europe, North and South America? •What are physical characteristics that define Europe, North and South America?	**·Physical Processes:** **How do mountains, volcanoes and earthquakes shape our landscape?** – What makes up the layers of planet Earth? – What are tectonic plates and where do you find them? – How do tectonic plates move and what happens? – What causes an earthquake and what is the effect? – How are mountains formed? – How do volcanoes work?
Spring	**Y3 Map and fieldwork skills using human and physical geography (Local Area Study: Chances Park)** · What are the points on a compass? · Where are physical and human features located in this place? · What human and physical features can you identify on a map? **Y3 United Kingdom Study** · What are the regions of England? · What are the cities and counties of the UK? · What are the physical and human landmarks of England and Scotland? · What are the physical and human landmarks of Wales and Northern Ireland? What are the topological patterns of the UK?	**·Map Skills – Environmental regions of Europe, Russia, North and South America** • What are environmental regions? • Europe: what are the major environmental regions? • Russia: what are the major environmental regions? • North America: what are the major environmental regions? • South America: what are the major environmental regions?	**4 and 6 figure grid references/Map skills – Local geography, orienteering** •What are four and six figure grid references? •What are contour lines? •What does the land look in my local area? •What is the land like in a contrasting locality? •Structured Explanative Assessment Task	**·Are all settlements the same?** – What are settlements and where are they found? – Do settlements have a pattern? – Do people, their movement and economic activity have patterns? **·UK Europe and North America comparison study: What is unique about where we live?** – Where is the Lake District and what is it like? – Poland: where can you find the Tatra mountains? – The Caribbean and Jamaica: what do we know? What is the terrain like? – What is similar and what is different between the Lake District, Tatra mountains and the

				Caribbean?
Summer	**Y3 OS Map skills and Fieldwork** · What is an OS map? · How does scale change the way we describe a place? · What's the area like just beyond the school? · What's the area like beyond our region?	· **Rivers** **Human and physical geography** describe and understand key aspects of: Rivers What are the features of a river? Where is our local river? (Fieldwork River Caldew) **Water Cycle** **Human and physical geography** describe and understand key aspects of: physical geography, including: water cycle What is the water cycle and how does it work? What affects the water cycle?	**OS Maps and fieldwork** •Why do we need latitude and longitude? •What are 4 and 6 figure grid references and how do we use them? •How can I precisely describe locations, landmarks and places as a geographer?	**What is unique about where we live?** (Continued – see above) · OS **Map skills and Fieldwork (Barcaple)** − What is orienteering? How do I orientate a map? How do I navigate a simple indoor course using controls? − How do I navigate a simple outdoor course using controls?

Art at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**Portraits/ Drawing People** How to: • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Begin to show facial expressions in drawings • Study different artwork showing expressions and body language • Looking at proportions of the body and facial features in drawing • Develop patterns with a wide range of drawing implements e.g., charcoal, pencil, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to draw different forms and shapes. **Stone age cave painting. Printing** How to: • Plan, design and make models • Join clay and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures. • Create printing blocks using a relief or impressed method. Print with two colour overlays.	**Henri Rousseau** **Drawing and Sketching** **How to:** Experiment with different grades of pencil and other implements to achieve variations in tone. Experiment with different grades of pencils and other implements to draw different forms and shapes including 3D. Draw for a sustained period of time. **Printing** Create repeating patterns. ii. Print with two colour overlays. iii. Combine prints taken from different objects	**Explore artists, architects and designers in History** Study the works of Dali, Gaudi and Picasso **Printing** • Create printing blocks by overlaying an initial sketchbook idea • Start to overlay prints with other media e.g. pens, paints • Create prints with three overlays **3D** • Shape, form model and construct from observation/imagination • Develop skills in using clay – use of tools, cutting and joining skills Use material other than clay to create a structure	**Drawing, painting, sketchbooks, Artist – Lowry** ● Study the work of a range of artists, architects and designers in history. ● Work from a variety of sources including observation, photographs and digital images. ● Work in a sustained and independent way to develop their own style of painting. ● Mix colours, shades and tones with confidence and match colours to create atmosphere and light effects. ● Link to WW2 topic by creating a Blitz painting in the style of Lowry
Spring	Patterns- William Morris How to: • Study portraits of famous artists • Piet Mondrian, Bridget Riley, Andy Warhol, William Morris, • Use images and combine them with other media to produce art work. • Take photographs linked to topic e.g., shape, pattern. • Use a variety of techniques to create different textural effects. • Develop patterns with a wide range of drawing implements e.g., charcoal, pencil, chalk pastels, pens etc. • Create repeating patterns.	**Viking Art** **Painting** Use with confidence different effects and textures – blocking in colour, washes and thickened paint to create textural effects. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones	**Explore artists, architects and designers in History** Study the works of Goldsworthy and Hockney **Digital** Compose a photograph with thought for textural, light and shade **Drawing** • Work in a sustained and independent way to create a detailed drawing • Develop close observation skills • Develop a key element of their work: line, tone, pattern, texture • Use different techniques for different	**Portraits (Painting & Mixed Media)** Develop a drawing by considering facial proportion ● Create a drawing using text as lines and tone. Use a peer as a starting point for a mixed-media artwork Create a portrait of a peer for art folder Examine Picasso's manipulation of portraits Create a Picasso portrait on paper ● Adapt an image to create a new one Choose colours to represent an idea or atmosphere. **Clay (3-D models)** ● Translate a 2D image into a 3D form. ● Manipulate clay to create 3D forms Using a variety of tools and techniques

			purposes i.e. shading and hatching within their own work	Manipulate clay to create different textures. ● Make a detailed plan using a photo Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms **Drawing, painting, sketchbooks,** **Artist – Monet** ● Study the work of a range of artists, architects and designers in history. ● Work form a variety of sources including observation, photographs and digital images. ● Work in a sustained and independent way to develop their own style of painting. ● Mix colours, shades and tones with confidence and match colours to create atmosphere and light effects. ● Create their own interpretation of a Monet painting
Summer	**Observational drawings** How to: ● Use a range of brushes and experiment with different effects and textures – blocking in colour, washes and thickened paint to create textural effects. ● Mix colours and know which primary colours make secondary colours. ● Mixing/matching colours – colour range, colours in nature ● Use colour language ● Record patterns in nature and local environment. ● Experiment with a range of techniques e.g., cut accurately, tearing, overlapping and layering to create images and represent textures. ● Develop patterns with a wide range of drawing implements e.g., charcoal, pencil, chalk pastels, pens etc. ●Experiment with different grades of pencil and other implements to draw different forms and shapes.	**Ancient Egyptian scrolls (Craft & Design)** How to: Experiment with different grades of pencil and other implements to achieve variations in tone. Experiment with different grades of pencils and other implements to draw different forms and shapes including 3D. Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.	**Explore artists, architects and designers in History** ●Study the works of Eiffel and Seurat **Collage** ●Add collage to painted, printed or drawn background ●Use a range of media to create collages **Drawing** ● Use a single focal point and horizon **Painting** ● Control the types of marks made and experiment with different effects and textures ● Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary. complementary and contrasting colours	

Design Technology at Newlaithes Junior School 2024 2025 Skills Knowledge

	Year 3	Year 4	Year 5	Year 6
Autumn	**Cooking and nutrition: Healthy and Varied Diet- Sandwiches/Seasonality of food** • **Design:** Make a sandwich for a healthy balanced diet. The principles of a healthy diet are introduced in year 3. Where food comes from is introduced through the Seasonal Foods topic. Food is prepared but doesn't require cooking. **Make**. Food is prepared but doesn't require cooking. **Evaluate** Use design criteria to test and review sandwich. Environmental impact of seasonality. Evaluate what could be improved on their sandwich. **Knowledge:** Not all fruit/vegetables grown in UK. Meaning of: 'imported foods' (and impact on environment), 'exported foods', 'recipe', 'seasonality'. Effects of climate on food growth. Nutritional values of fruit/vegetables (inc. colour) and place in healthy diet. Rules for safe use of, cleaning and storing of knives.	**Structures: Shell Structures Christmas Packaging** **Design:** Discuss the choices made when selecting materials in existing Christmas packaging Design Christmas packaging with multiple design criteria. **Make:** A wider range of materials are introduced such as fabric, card, paper. The range of tools are increased to match the increased variety of materials available. **Evaluate** Evaluate prototypes and make improvements. Critically assess the effectiveness of Christmas packaging of against a success criteria. **Technical:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Food technology** **Design**: • Generate innovate ideas through research and discussion with peers and adults • Explore a range of initial ideas and make design decisions to develop a final product. • Use words, annotated sketches and Information Technology as appropriate to develop and communicate ideas **Make**: • Write a step-by-step recipe including ingredients, equipment and utensils. • Select and use appropriate utensils and equipment to measure and combine ingredients • Make, comma, decorate and present the food product. **Evaluate**: • Carry out evaluations of a range of taste tests and ingredients. • Evaluate the final product with reference back to the design. Understand how key chefs have influenced eating habits to promote healthy diets.	**Electrical Systems: Controllable Vehicles** **Design:** Use research and develop design criteria - consideration for existing products and target audience. Annotating designs - explaining decisions. **Make:** Select from and use a wider range of tools and equipment accurately (for example, cutting, shaping, joining and finishing). Select from and use a range of materials and components, reinforcing corners. Functional series circuit with motor. Construct product, breaking down construction process into steps. Decorating/Attaching features. **Evaluate:** Product purpose inc. strengths and weaknesses. Function and form. Positive and negative affects from change in configuration. Effectiveness of process step breakdown. Dynamic and ongoing evaluation. **Knowledge:** Apply their understanding of electrical systems. Product analysis = critique of strengths and weaknesses.
Spring	**Structures- Roman Chariot:** **Design:** Pupils should be taught to: • Look at a range of already existing products and discuss their construction. • Understand the importance of a design brief. • Draw accurate representations of finished products. **Make:** Pupils should be taught to: • Tools for working with resistant materials are introduced in year 3 (chariot marking). Appropriateness of tools is discussed and operating procedures are established to ensure safe accurate working **Evaluate:** Pupil should be taught to:	**Electrical Systems: Simple Circuits and Switches (Nightlights)** **Design:** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer- aided design. **Make:** Select from and use a wide range of tools and	**Mechanical systems -CAMS** **Design**: • Generate innovative ideas by carrying out research • Develop a simple design specification • Develop and communicate ideas **Make:** • Produce detailed list of tools, equipment and materials and formulate step-by-step plans. • Select from, and use, from a range of tools to make product. **Evaluate**: • Compare the final product to the original design • Test products with the intended user and	

	Say what went well and could be improved in their product	equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. **Evaluate** Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. **Technical:** Understand and use electrical systems in their products.	evaluate the quality of the design. • Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.	
Summer	**Structures: Constructing a castle** **Design:** Castle - key features. Draw/label *design* using 2D shapes (link to 3D shapes to be *used*), material and colours. Design/decorate using CAD. **Make:** Make 3D shapes from nets. Create special features. Use recycled materials. **Evaluate:** Evaluate own and others' work - against finished product and original design. Suggest modifications of design. **Technical:** Know: wide and flat based objects are more stable; importance of strength of structures. **Additional:** Features of castles. Why castles needed to be strong. A paper 2D net will make a 3 D shape. Designs are success criteria for a product.	**Mechanical Systems: Pneumatics Ancient Egypt Mummies** **Design:** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer- aided design. **Make:** Select from and use a wide range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. **Evaluate** Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.	**Textiles –combining different fabric shapes** **Design**: • generate innovative ideas by carrying out research. • Develop, model and communicate ideas • Design purposeful, functional and appealing products **Make**: • Produce detailed list of equipment and fabrics • Formulate step-by-step plans • Select from, and use, a range of tools and equipment to make products. **Evaluate:** • Investigate and analyse textile products • Compare the final product to the original design • Test products with intended user and critically evaluate the product of the design. • Consider the views of others to improve their work.	**Structures: Bird hide** **Design:** Carry out research into user needs and existing products using web-based resources. Develop a simple design specification to guide development of ideas, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas through discussion, prototypes and annotated sketches. **Make:** Formulate clear plan of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use suitable finishing and decorative techniques suitable for the product. **Evaluate:** Peer design evaluation then improve. Dynamic and ongoing evaluation - testing and adapting as it is developed focusing on intended user and purpose. **Technical:** Change materials and shapes to strengthen structures. **Food: Special events – Sports Day** **Design:** Develop a design brief and criteria for a design specification. Link to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Make:** Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment

		Technical: Understand and use mechanical systems in their products.		accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluate:** Carry out sensory evaluations of relevant products and ingredients. Evaluate with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical:** Know how to use utensils and equipment to prepare/cook food. Understand about seasonality in relation to food products and the source of different food products, where relevant. Know and use relevant technical and sensory vocabulary.

Personal, Social and Health Education at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	Children are taught the Media Literacy and Digital Resilience unit across the year in Computing lessons	**Relationships** **Family and friendships** • Positive friendships, including online **Safe relationships** • Responding to hurtful behaviour; managing confidentiality; recognising risks online **Respecting ourselves and others** Respecting differences and similarities; discussing difference sensitively	· **Relationships** · Managing friendships and peer influence. · Physical contact and feeling safe. · Responding respectfully to a wide range of people; recognising prejudice and discrimination.	· **Families and Friendships** ·Attraction to others; romantic relationships; civil partnerships and marriage. **Safe relationships** · Recognising and managing pressure; consent in different situations. · **Respecting yourselves and others** · Expressing opinions and respecting other points of view, including discussing topical issues.
Spring	− Physical health and Mental wellbeing − Families and Friendships − Safe Relationships	· **Living In The Wider World** **Belonging to a community** · What makes a community; shared responsibilities **Media literacy and digital resilience** · How data is shared and used **Money and work** Making decisions about money; using and keeping money safe	· **Health and well-being** · Protecting the environment; compassion towards others. · How information online is targeted; different media types, their role and impact. · Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	**Belonging to a community** · Valuing diversity; challenging discrimination and stereotypes. **Media literacy and digital resilience** · Evaluating media sources; sharing things online. **Money and Work** · Influences and attitudes to money; money and financial risks.

Summer	— Respecting ourselves and others — Belonging to a community	· **Health and Wellbeing** **Physical health and Mental wellbeing** · Maintaining a balanced lifestyle; oral hygiene and dental care **Growing and changing** · Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty **Keeping safe** Medicines and household products; drugs common to everyday life	· **Living in the wider world – economic well-being and being a responsible citizen.** ● Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. ● Personal identity; recognising individuality and different qualities; mental wellbeing. · Keeping safe in different situations, including responding in emergencies	· **Physical Health and Mental Wellbeing** · What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. · **Growing and changing** · Human reproduction and birth; increasing independence; managing transitions. · **Keeping safe** Keeping personal information safe; regulations and choices; drug use and the media.

Religious Education at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	**How do people express commitment to a religion/worldview in different ways?** · Identify a range of ways in which religious belief can impact daily life. · Show awareness of the similarities and differences between the commitment ceremonies or rites of · passage within Christianity, and between Christianity, Judaism and Sikhism. · Identify some similarities and differences in how people practise and express beliefs about · commitment. **What is the Trinity?** • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.	**Where do Christian religious beliefs come from?** Christian, Muslim and Hindu **What do we mean by truth?** Is seeing believing? (Christian, Humanist, Hindu	**Humanism** Enquiry 1: Is believing in God reasonable?	**How and why might religion bring peace and conflict?** ***Christianity, Hinduism and Islam*** Aim at end of learning is to: • Understand what a Christian, Muslim and Hindu believe about peace and how this impacts their life • Recognise the controversial nature of this topic, explaining divergent views relating to it. • Explain what at least two religions believe about peace and conflict. • Analyse the relationship between peace and pacifism. • Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, • **How do many people explain the different types of suffering in the world?** • ***Christianity and Buddhism*** Aim at end of learning is to: • Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate how

				beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
Spring	**What is philosophy? How do people make moral decisions?** • Talk about the difference between knowing and believing. • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	**How do religious groups contribute to society and culture?** (Christianity, Muslim and Hinduism) **Why is there so much diversity of belief within Christianity?**	**Christianity and Islam** : Enquiry 2: How has belief in Christianity/Islam impacted on Music and Art throughout history? Enquiry 3: What can we learn about the world/knowledge/meaning/lfe from the great philosophers?	**What does it mean to be human and is being happy the greatest purpose in life?** *Humanism, Christianity and Hinduism* Aim at end of learning is to: • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher. • Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life. • Use well-chosen pieces of evidence to support and counter a particular argument.
Summer	**What do Muslims believe about God?** – Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. – Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions. – Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.	**What does sacrifice mean?** (Humanist, Christian, Muslim)	· **Christianity** Enquiry 4: What difference does the resurrection make to Christians? **Hinduism** Enquiry 5: What do Hindus believe? How do they express their faith?	**Religion and Science conflicting or complementary?** *Christianity, Humanism and Muslim* Aim at end of learning is to: • Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

– Recognise that there are many different answers to the question, 'What is God like?'

What difference does being a Muslim make to everyday life?
– Identify how a person's beliefs and actions align them with the religion if Islam.
– Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.
– Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.

How do some beliefs shape identity for some people?

Islam and Buddhism

Aim at end of learning is to:
- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.
- Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Modern Foreign Languages (French) at Newlaithes Junior School 2024 2025

Throughout all French units, the French alphabet and the grapheme/phoneme link is explored whenever possible (which is almost every lesson). Pupils take part in tasks such as clap when they hear a certain phoneme, where have we met that phoneme before?, (eg trois, poisson), can we pronounce new words we have never seen before in a poem simply because we understand the sound/spelling links. Can pupils spell words to partner on WBs as starter activity in a lesson. Use of different actions for sounds eg. "on" = hold nose, "oi" = duck action with hand.

	Year 3	Year 4	Year 5	Year 6
Autumn	A) Introduction to France and French Basic greetings, feelings and saying names using memory games to practise recognition and recall. Responding to basic classroom instructions Counting to 20 using songs and rhymes. Recognizing and writing some basic phrases Exploring sound/spelling, phoneme/grapheme link with: ai, oi, ç, ie, un, eu, q, h, x B) Colours, days and months. Learning some colours, linking to a Bonfire Night poem listening to a native speaker. Performing a colours song exploring days of the week and months of the year. Re-visiting previously learnt sound/spelling, phoneme/grapheme links which appear in colours and exploring new ones with: r, ou,, silent letters Christmas traditions in French	A) Revise and build on personal information. Giving information about our school. Revisiting greetings, personal questions and answers, recalling numbers and learning numbers to 40, months and days and classroom commands (recalling and building on this language). Noticing patterns and observing sound/spelling links in numbers to 40. Noticing "ze" sound to help establish difference between, for example, quatre and quatorze. Describing our school. Observing phoneme/grapheme link "tion" – salle de recreation. Learning the structure "there is" and " I (don't) have" with classroom object nouns (drawing attention to masc, fem, plural) Experimenting with writing familiar language from memory. B) Robots around town Places in town and directing home-made robots to those places in the town. Creating a robot and giving an identity (practising asking and answering key language from earlier this term. Programming the robot to respond to different commands and to follow basic directions. Learn places in the town and pupils use their robots to direct their partner's robot to these places asking them to perform amusing actions when they reach them (sing!, Eat!, Dance! Etc) Learning a Christmas song and put it in order. Observing grapheme/phoneme links with commands (silent z in whole class commands "ecoutez", silent r in droite.	*For the first half term, pupils learn Spanish* A) An introduction to Spanish A taste of Spanish culture Getting to know you, practising basic greetings, feelings and saying names. Responding to basic classroom instructions Counting to 20 using songs and competitive games to aid memory. Recognizing and writing some basic phrases Recognising , saying and writing some basic colours using memory games to aid recognition and recall. Draw attention to phoneme/grapheme link (much more phonetic than French). Special attention to j, rr, ll, z. B) Revisiting places in the town Re visiting directions and building up to taking part in a role play asking for and giving more detailed directions. Focus on phoneme/grapheme link. Learning places of interest in Paris using structures il y a, on peut visiter/voir and giving opinions. Sound/spelling link of er in infinitive verbs. Visiter. Exploring the location and some geographical features in France and researching another French city to compare with Paris. Focus on reading more detailed paragraphs including compass directions and opinions. More advanced dictionary skills. Buying Christmas presents. Practising simple dialogues to buy items.	A) Time and daily routine Revisiting numbers and learning numbers to 60 Telling the time (on, half past, quarter past and qarter to) Learning daily routine phrases and linking these with time and sequencing phases (firstly, then etc) Perform a spoken presentation about their daily routine, mainly from memory using prompts. Re visiting silent h in heure, qu (K) in quart and pronunciation of eu grapheme. B) My haunted house Exploring nouns and adjectives associated with spooky creatures and a haunted house. Focus on masculine and feminine nouns and the effect this has on adjectival endings. (colours) More advanced dictionary skills, how to spot whether a noun is feminine etc. Can we guess how these would be pronounced differently with masculine, feminine or plural nouns? Learn nouns for rooms in the house, again focusing on using adjectives correctly with these. Prepositions rap leading to being able to say where something is in a certain room. Building on linking sentences with conjunctions. All of this culminates in writing a more extended paragraph about a haunted house using adjectives, opinions and conjunctions et, mais, aussi.

Spring

A) Animals and The Enormous Turnip.

Learning animal nouns and exposure to the concept of masculine and feminine.

Pupils perform the animal rap.

Pupils learn some basic "game playing" vocabulary in French (my turn etc).

Pupils respond with actions to "The Enormous Turnip" story. Acting out the story and putting parts of the story in order.

Pupils eventually create their own story adapting it so be about their own vegetable or fruit and include other family members.

Exploring sound-spelling, phoneme/grapheme link with silent letters in masculine nouns becoming audible again in feminine once the letter e is added eg. Petit/petite. Introducing é (tire, planté) and ll (fille) Re visiting previously learnt ones appearing in animal nouns.

B) Carnival and Easter story

Learning about Carnival in France

Easter story of "Le Petit Poussin". Games, songs and rhymes to practise language and grapheme/phoneme links.

Ordering events of story correctly to make a mini book.

words, writing words on partner's back with finger.

Introduction to using a bilingual dictionary to find out new nouns.

Observing familiar sound/spelling link and new ones ch (vache), in (poussin). Observing noises people say animals make are different in French.

A) The alien family and appearances.

Meeting the alien family. Learn nouns for family members and revisiting name and age vocabulary but using the 3rd person.

Learn phrases to describe hair and eye colour and size using the verb to have and to be in 1st and 3rd person. Phoneme/grapheme link with eux (yeux, cheveux)

Revisiting masculine, feminine affects pronunciation of adjective petit(e) and grand(e). and sound oy and enne. (de taille moyenne).

B) Parts of the body.

Learning nouns for parts of the body and describing an alien using adjectives and word order correctly. Exposure to masculine and feminine nouns having an effect on adjective endings.

Grapheme/phoneme link = silent s. with les, the s is only heard if the following word begins with a vowel. Understanding that y is also a vowel in French. (vowel rap)

Playing "Beetle "in French using target language (building on this to include "that's unfair etc)

Exploring a longer written paragraph demonstrating how to describe an alien which will serve as a model for their own writing about their invented alien.

A) At the market

Revisiting numbers to 40 and learning numbers to 60 observing patterns and guessing what they are if we know 50 and 60, we can work it out from prior knowledge of patterns.

Revisiting and expanding on nouns for fruits. Take part in a role play asking for fruit at the market, using transactional language such as "how much?" " I would like" and using plural nouns. Attempting to adapt a role play to ask for different amounts and types of fruits.

Invent an ideal smoothie revisiting structure "il y a " Revisiting giving an opinion but building on this to explain the opinion. "parce que.."

Listen and take part in Jack and the Beanstalk story.

Observing sound/spelling links with ie and est in c'est combien. Revisiting ez with vous désirez.

B) Carnival outfit.

Learning nouns for clothes focusing on masculine, feminine and plural nouns and how this affects colour and other adjectives (introducing plural adjective agreement this time).

Learning the verb porter in full (you, he, they wear etc).

Describe, in written form and orally, what they would wear to "Carnival" (A festival in France) using explained opinions, adjectives and describing what others (apart from themselves) are wearing.

A) Sports and the verb to do and to play.

Introduction to several different sports

Re visiting opinions and explaining them with exposure to new reasons eg boring, tiring etc and use of contradiction phrases to develop opinions further. Play battleships to practise opinions using game playing target language.

Learning the verb jouer in full (re capping what happened to porter in year 5)

Learning the alphabet in full and practise reading paragraph about sport spelling words out loud to partner.

Focus on how to read for gist and for more detail in French

B) My hobbies.

Listening for detail and learning phrases for hobbies.

Understanding key points and how to retrieve more detail from a spoken passage.

To use this as a springboard for a spoken presentation about themselves (revising giving personal information) and new information about sports and hobbies, using conjunctions, sequencing vocabulary and explained opinions and other people.

Reading aloud and taking part in a "paired dictation" (where one person has blanks and partner has to fill them in by listening for detail and using the alphabet).

Practising and choosing language-learning strategies (such as cue cards or a mind map) to assist them in learning a lengthier presentation.

A) Fruits and breakfast foods.

Naming some fruits and asking politely for them.

Learning breakfast items and giving opinions.

Conducting a class survey to ask someone if they like them and say if they like or don't like them.

Responding with actions to a story about a hungry giant and writing a comic strip about a hungry giant of their own adapting familiar language.

Observing familiar grapheme/phoneme links with fruits and breakfast items.

B) The Gingerbread Man.

Exploring the village of Ainhoa in France where gingerbread is famous.

Revisiting giving basic personal information and building on this with asking where do you live and saying where we live.

Making a gingerbread person with 4 key questions and answers on its limbs and using this as a puppet when we read the Gingerbread Man story in French.

Observing familiar grapheme/phoneme link especially silent "h" (habite).

A) I don't feel well

Saying something hurts (singular and plural nouns) and giving information about ailments.

Dictionary work to find out extra ailments independently.

Giving and understanding advice at the chemist/doctors.

Role plays (different degrees of challenge) to practise saying what is wrong and advice you may be given as well as recapping on greeting someone and asking how they are.

Grapheme/phoneme link with aux – only sound the x if the next letter is a vowel (revisit les having same effect).

B) Ice Creams

·Naming some individual flavours building towards a role play in an ice-cream shop. First person singular. Matching sounds and words of ice –cream flavours to pictures , words and phrases. Extra vocabulary for cones and pots building towards designing their own ice cream using flavours,

cones ,pots and number of scoops

·A) Going on a Space journey.

Revisiting the alien family members. Giving an identity to a new, unknown alien and understanding headings such as Name, age, DOB, Telephone number, hair colour etc. Introduce the fact that French people must carry ID cards and create one of our own.

Learning planets in French and some short details about them eg. The closest to the sun.

Reading a short story about what we can see from our rockets and creating our own porthole portfolio as if we have captured some scenes on camera.

Creating a new planet, linking its name to a day of the week or month of the year (as is true for many others), saying what it looks like and what is there.

Observing similarities in sound/spelling link with planets.

A) **In-depth study of a town in France** we have a penpal partnership with. (Quimper)
Motivating reading activities (such as competitive wall -searches) to enthuse and support with reading longer chunks of text.
Going on a trip to the beach. Take part in class and partner games about what we can do on the beach, re visiting on peut + infinitive (you can…..)
Write a postcasrd to penfriend saying what they are doing on their beach trip.

A) Café culture in France

Learning two songs, one involving listening specifically for sounds and choosing the correct word from a list in a gap-fill exercise. The other song (longer) is used to introduce structures such as Venez " come to,,,", I would like, I'll choose the sandwich etc.

Learning café foods and creating a menu for their own café. This menu will then be used in a group role play. Pupils will perform their role play with props. Other pupils will use this as a listening exercise making notes about what was ordered and price as well as evaluating performances.

B) **A second taster of Spanish**. Revisit key introductions, colours and numbers through creating a set of "Top Trumps" cards (about Spanish celebrities). Many pupils choose to make these about football including age, names, CAPS for country etc, but this can be adapted for other Spanish-speaking celebrities. Research celebrities, make their Top Trumps cards and then use them with partner.

Physical Education at Newlaithes Junior School 2024 2025

	Year 3	Year 4	Year 5	Year 6
Autumn	• Health and fitness • Invasion games • Gymnastics	• Multi-Skills • Football • Cross-Country • Tag Rugby	• Dance • Invasion games (football) • Gymnastics • Invasion games (hockey)	• Dance • Netball • Football • Gymnastics • Tag Rugby • Hockey
Spring	• Dance • Invasion games • Archery • Swimming	• Swimming • Hockey • Tennis • Striking & Fielding	• HRE (Health Related Exercise) • Netball/golf • Archery • Team challenge/OAA	• Volleyball • Archery • Circuits • Golf
Summer	• Athletics • Net and Wall • Striking and Fielding	• Cricket • Athletics	• Swimming • Striking and fielding Rounders • Volleyball • Athletics	• Gymnastics • Athletics • Cricket • Rounders

Music at Newlaithes Junior School 2024-2025

	Year 3	Year 4	Year 5	Year 6
Autumn	· **An Introduction to Music** Exploring the different elements of music (rhythm, tempo and pulse, dynamics, texture, timbre, structure), and how they can be used to build and change music. Variety of listening material used, along with singing and percussion activities.	· **An Introduction to Brass Playing** This year, we will be exploring how to play a brass instrument – cornet, trumpet or trombone. We will begin learning one note, how to play it, and how to read it. We will consider staff notation and rhythm as we go. When students are confident with one note, we will introduce more. Year 4s will get the opportunity to play individually and part of a class ensemble.	· **Music from the Caribbean: Calypso and using triads.** Exploring calypso music through singing and performing of Yellow Bird. Emphasis on the cultural nature of the music and its background is key, along with the musical features embedded in the style. We will return to triads, looking at how they are constructed and can be strung together to create effective chord sequences. We will then create compositions using triads and melodies derived from their notes.	· **Music from South America (Tango)** Exploring the music of Argentina through the Tango. Pupils will perform (in parts) a well-known tango composition aiming for a class performance. We will explore the rhythms that characterize the tango and begin to create music using the Habanera rhythm and the minor key.
	· **The Pentatonic Scale** Exploring pitch, in particular the pentatonic scale. Students will perform and create music using the pentatonic scale, considering staff notation. They will perform melodies on their own, in small groups and as a whole class. Singing will form a large part of this unit.	· **Brass playing – preparing for Christmas** We continue exploring our brass instruments, extending our range to 5 notes (C-G). Again, we are focused on performance work, with opportunities for solo performance and ensemble playing. We will begin to practice Christmas pieces for performance at the end of term.	· **Introduction to keyboard playing** This first keyboard unit will focus on correct playing techniques on the keyboard, along with staff notation, correct hand positions and perform a range of pieces using all 5 fingers of the right hand, with an adjustment for A. Students will have the opportunity to perform by themselves along with small group, paired and whole-class performances.	· **Music from WW2: Swing Band Jazz** Using *Take the A Train* as a starting point, pupils will explore the music popular in the 1940s including songs (looking at context) and swing band jazz. They will perform and then improvise in the swing band style.
Spring	· **Recorders: Three Little Birds (Reggae)** Further develop an understanding of pitch, including reading staff notation. Students will learn to play 3 notes on the recorder and perform these as a whole class. Ensemble playing features heavily in this unit. Through singing and repertoire chosen, students will explore some of the main features of reggae music and consider its background.	· **Brass playing** We continue brass playing, adding more notes as students are more confident. By the end of the year, students will be able to play (in ensemble) the notes B-A in a variety of pieces. Opportunities will be given for improvisation work, with students contributing to an end of year performance.	· **Keyboards (continued)** This second keyboard unit will continue to focus on correct playing techniques but also introduce the left hand (thumb on C). It is expected that students will begin to play pieces 2-handed (using all 10 fingers) Students will have the opportunity to perform by themselves along with small group, paired and whole-class performances.	· **Music from India** Explore the classical music of India, including melody (raga), rhythm (tala) and structure. Pupils will perform given ragas and talas then begin to build more complex pieces, creating their own raga, drone and rhythms, following the traditional structure.
	· **The Blues** Exploring Blues music through song, performance and composition. They will sing blues songs, and identify and explore the 12-bar-blues. A range of performance activities using glockenspiels and keyboards, they will play the	· **Brass playing** We continue brass playing, adding more notes as students are more confident. By the end of the year, students will be able to play (in ensemble) the notes B-A in a variety of pieces. Opportunities will be given for improvisation work, with	· **Doctor Who: using ICT to create music using 'found sounds'** Exploring the world of electronic music, students will reflect on the orchestral (and electronic) versions of the Doctor Who theme and look at how it was created. They will perform the piece in different ways.	· **Jazz and Improvisation** Identify and explore music in the jazz style of the 1950s and 60s. Pupils will perform (as a class) the 'head' section of *Watermelon Man* before building this into a much longer improvisation section, using the blues and pentatonic scales.

12-bar-blues individually and as a whole class. Students will then create their own blues songs in small groups, performed with the 12-bar-blues.	students contributing to an end of year performance.	Students will then embrace the world of 'found sounds', and use music editing software to explore ways in which everyday sounds can be manipulated into a piece of music.	

<table>
<tr>
<td rowspan="2">Summer</td>
<td>· African Music
Exploring the music and rhythms of African by singing and drumming. They will learn how to hold drums and play them using different sounds.
We will explore drumming techniques and playing by imitation, improvisation, and call and response.</td>
<td>· Brass playing
We continue brass playing, adding more notes as students are more confident. By the end of the year, students will be able to play (in ensemble) the notes B-A in a variety of pieces. Opportunities will be given for improvisation work, with students contributing to an end of year performance.</td>
<td>· Music from Indonesia (Gamelan)
Explore the music of Indonesia, in particular the Javanese Gamelan. They will perform parts using grid notation and begin to put a class performance together using off-beats and a range of different parts.
They will then use what they have learnt to create small-group compositions in a Gamelan style.</td>
<td>· Variations
Identify and explore the use of variation form in music. Pupils will listen and identify how variations have been created and what is important in creating their own. They will perform a given melody and begin to create their own versions of it.</td>
</tr>
<tr>
<td>· Hooks and Riffs
Exploring the use of hooks and riffs in popular music. Students will listen to and perform well-known hooks and riffs, considering how they can be used to good effect in creating a longer piece of music.
They will create their own hooks and riffs, and begin to build performances together with them.</td>
<td>· Brass playing
We continue brass playing, adding more notes as students are more confident. By the end of the year, students will be able to play (in ensemble) the notes B-A in a variety of pieces. Opportunities will be given for improvisation work, with students contributing to an end of year performance.</td>
<td>· Music from the 20th Century (Minimalism)
Identify and explore the repeating patterns in a structure. They will listen, sing and perform music in a minimalist style and begin to create music using simple cells and crating longer pieces using music technology.</td>
<td>· A Leavers' Song
Looking back over song (verse/chorus) form, pupils will create their own songs with lyrics that are important to them. They will have a choice of resources (including their own instruments and voices), and we will multi-track the recordings using Garageband. They will also explore the use of ICT including using and manipulating pre-programmed loops.</td>
</tr>
</table>