

Year 3:

Term 1— Dinosaurs

Term 2— Polar Explorer

Term 3— Chocolate

Christ Church CE
(VA) Junior School

Curriculum Plan:

Year A

Year 6:

Term 1— Castles

Term 2— Restless Earth

Term 3— The Vikings

Year 3/4:

Term 1— Pirates

Term 2— Anglo Saxons

Term 3— History of Halifax

Year 4/5:

Term 1— Water, water everywhere

Term 2— Ancient Greece

Term 3— The Stone Age

Year 5/6:

Term 1— The Romans

Term 2— China

Term 3— Rule Britannia

Year 3:

Term 1— Dinosaurs

Term 2— Chocolate

Term 3— Polar Explorer

Christ Church CE
(VA) Junior School

Curriculum Plan:

Year B

Year 6:

Term 1— World War II

Term 2— Night at the Museum

Term 3— Body Pump

Year 3/4:

Term 1— The Circus

Term 2— Wild West

Term 3— Gardener's World

Year 4/5:

Term 1— Survival Instincts

Term 2— Space

Term 3— Rainforests

Year 5/6:

Term 1— Ancient Egypt

Term 2— Let's animate!

Term 3— Viva Espana

Christ Church CE (VA) Junior School—Curriculum Plan Year A : Willows (Year 3)

Topic: Dinosaurs

Question: How did the dinosaurs leave their mark on our earth and how can we leave ours?

Legacy outcome: Links with the community and awareness of our impact on our environment.

Mini outcome 1: Create two 3d maps of rubbish island, now and fifty years ago.

Mini outcome 2: Arrange a sponsored litter pick, to clean up our environment and raise funds for our amazing class trip.

Mini outcome 3: Write a creative writing piece, describing our experience with the dinosaurs during our trip.

Mini outcome 4: Design and create dinosaur footprints for our school grounds which will lead to our surprise.

Mini outcome 5: Create a large dinosaur sculpture made of rubbish for the school grounds.

Launch: Rubbish thrown all over the classroom and film about Rubbish Island.

Visitors/Visits: Walking with dinosaurs 3d experience.

Homework Project: Creating an information presentation on the author Tom Fletcher.

Texts: Christmasaurus, Dinosaurs and all that rubbish

Writing for purpose: Instructions, information sheets, Stories, Persuasive writing.

Cross-curricular maths: Data-handling, measures (Dino height and weight), .

Science: Our changing world, Rock detectives

RE: How are beliefs expressed through art?

History: Timeline—When were dinosaurs around?

Geography: Comparing the UK to the Rubbish Island in the Maldives and the impact of the pollution.

Art: Adverts for litter pick, designs for footprints, sketches of the environment through a frame.

DT: Design and create 3d maps, footprints and large sculpture.

Music: Singing (Harvest Festival & Christmas show)

PE: Multiskills, Handball, Hockey, Gymnastics

Christ Church CE (VA) Junior School—Curriculum Plan Year A & B : Willows (Year 3)

Topic: Dinosaurs

Question: What would a world with dinosaurs be like?

Legacy outcome: Links with the community and other schools (including feeder school and comp)

Mini outcome 1: Email schools to generate interest for 'Dino World'. Create Dino Computer games using Purple Mash. (English/Computing)

Mini outcome 2: Create dinosaur information leaflets/booklets. (English/Computing)

Mini outcome 3: Create Dinosaur models, costumes, gifts and sweet-boxes for gift shop and 'Dino World' exhibition. (English/DT/Maths/Computing/Art)

Mini outcome 4: Create scary dinosaur stories, posters, tickets and fliers to advertise event. (English/Art/Computing)

Launch: Discovery of dinosaur fossil by caretaker in the school grounds.

Visitors/Visits: None (Funds raised to fund next topic trip)

Homework Project: Create a model/fact booklet or dinosaur related object of choice over half-term holidays.

Texts: Fantastic Mr Fox (Roald Dahl Week), Dinosaur Information Books, Fiction—Dinosaur story.

Writing for purpose: Emails to other schools, material for display and reading in 'Dino World', leaflets, fliers, information booklets, scary dinosaur stories

Cross-curricular maths: 3D Shapes—used for sweet boxes in gift shops, data-handling, measures (Dino height and weight).

Science: Our changing world, Rock detectives

RE: How are beliefs expressed through art?

History: Timeline—When were dinosaurs around?

Geography: Locate places where fossils have been discovered using maps

Art: Sketching skills used for dinosaur key rings for sale in the gift shop and posters to advertise event

DT: Design and create Dinosaur models and 'staff' uniforms for 'Dino World'

Music: Compose music for story-writing and for adverts to advertise 'Dino World'. Singing (Harvest Festival & Christmas show)

PE: Multiskills, Handball, Hockey, Gymnastics

Topic: Polar Explorer

Question: What will happen if all the ice melts?

Legacy outcome: To adopt a polar bear.

Mini outcome 1: To create a 'Planet Earth' style video of polar bears and their habitat.

Mini outcome 2: To create a news report about climate change.

Mini outcome 3: To design and create a website which raises awareness of the issues surrounding polar bears and their habitat. Persuasive writing texts to persuade readers to contribute towards a charity/adopting the polar bear.

Launch: 'Movie Night' at school—transform classroom into the Antarctic and children to come to school in pyjamas. Watch Polar Bear episode (David Attenborough)

Visitors/Visits: Yorkshire Wildlife Park

Homework Project: Create a perfect home for a polar bear (shoebox project).

Texts: Winston of Churchill

Writing for purpose: Writing for the website, writing texts to accompany pictures on the 'Planet Earth' style video, writing to MP to raise awareness of issues and to Yorkshire Wildlife Park regarding Polar Bears in captivity.

Cross-curricular maths: Measuring temperature, reading scales.

Science: In a state, Amazing Bodies

RE: What do creation stories tell us about our world?

History: Link to Polar Explorers (Ernest Shackleton).

Geography: Comparing Arctic v Antarctic, locating these on a map and using google maps. Compare and contrast to our location.

Art: Use digital cameras to photograph pictures of ice and snow, painting snowy scenes and looking at the work of other artists, block printing

DT: Igloo Building/Outdoor shelters, using fabric./sewing to create a polar bear

Music: Compose music to support pictures/images for the Planet Earth video—changing moods of polar bears depending on where they are/their lifestyle—free or in captivity.

PE: Dance, Gymnastics, Netball, HRE

Topic: Chocolate

Question: Can chocolate change our community?

Legacy outcome: To create a café to bring people in the community together, in particular those who have been affected by the recent flooding in Sowerby Bridge.

Mini outcome 1: Devise questionnaire to find out how local people were affected by the floods. Write diary entries to show findings/describe flood victims feelings.

Mini outcome 2: Create artwork and poems to display in the community café which are linked to what children have found out about chocolate and the impact of the floods.

Mini outcome 3: Design an M&S style advertisement to let people know about the food/drink available in the café.

Mini outcome 4: Design menus and create food/drink to sell in the café. Create own recipe books and gifts/chocolate boxes to sell in the café.

Launch: Walk in the local community (linked to our Young Leaders Award) to spot where we can make a difference in our community).

Visitors/Visits: Nestle Halifax/experts to give children opportunity for chocolate tasting. Local people/business owners affected by floods

Homework Project: Children to create their own chocolate themed recipe books.

Texts: The Dragon with a Chocolate Heart/Charlie and the Chocolate Factory

Writing for purpose: Diary entries, questionnaires, invites to local people, menu/recipe writing, adverts.

Cross-curricular maths: Measuring/weighing (cooking), 3D shape (nets for chocolate packaging), data handling/statistics (finding information about flood victims)

Science: Can you see me? The power of forces

RE: What does it mean to be a Jew?

History: The history of chocolate/ancient civilisations

Geography: Fieldwork/comparing and contrasting places/map skills

Art: Printing

DT: Food groups/nutrition/creating chocolate food products

Music: Listening to a variety of music styles and selecting music for the café

PE: Tag Rugby, Football, Dance, Athletics

Christ Church CE (VA) Junior School—Curriculum Plan Year A: Junipers (Year 3/4)

Topic: Pirates

Question: Is the Pirate Life for Me?

Legacy outcome: Host a World Pirate fact Day

Mini outcome 1: Learn about pirates and live like a pirate for a day with treasure hunt

Mini outcome 2: Create pirate related art and other items

Mini outcome 3: Create a map of the school and school grounds

Mini outcome 4: Learn about oceans and continents, link to pirate routes

Launch: Drawing a pirate from a description

Visitors/Visits: Candida Wood and local walks using maps

Homework Project: Create a pirate hat

Texts: Treasure Island

Writing for purpose: Information about pirates

Cross-curricular maths: Map reading skills

Science: Switched on, Good vibrations (with Mrs Page)

RE: What do Christians believe about a good life?

History: When did pirates live and fit in a timeline

Geography: Continents, countries and oceans

Art: Exploring and creating pirate art (MO2)

DT: Creating maps using a range of techniques (MO3)

Music: Looking at various nautical based music and how they can effect emotions and perceptions

PE: Swimming & Dance (with Mrs Page)

Topic: Anglo Saxons

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science: Our Changing World, Human Impact

RE: What faiths make up our community?

History:

Geography:

Art:

DT:

Music:

PE:

Topic: History of Halifax

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits: Tesco Farm to Fork

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science: How does your garden grow? Where does all that food go?

RE: Who inspires us?

History:

Geography:

Art:

DT:

Music:

PE:

Christ Church CE (VA) Junior School—Curriculum Plan Year B: Class 2 (Year 3)/4

Topic: The Circus

Question: What is the wonder of the circus?

Legacy outcome: Presentation to primary aged children about the history and legacy of the circus.

Mini outcome 1: Create a survey and data handling task

Mini outcome 2: What is the history of the circus? Create class timeline through research. How has the circus evolved over time?

Mini outcome 3: What a performance! Use gymnastic skills, juggling etc to perform for each other

Launch: What do you like to do in your free time?

Visitors/Visits: Circus Skills workshop

Homework Project: Literacy/Maths skills

Texts: Leon and the Place Between

Writing for purpose: Non-chronological report about the circus; Powerpoint presentations

Cross-curricular maths: Statistics

Science: Switched on, Good vibrations

RE: What do Christians believe about a good life?

History: A sense of chronology and creating timelines

Geography: Atlas skills

Art:

DT: Moving pictures

Music: Ukuleles

PE: Gymnastic skills, circus style skills using balance and co-ordination/ hockey skills

Topic: Wild West

Question: What makes an American native?

Legacy outcome: Create and film a documentary about the lifestyle and culture of Native Americans (upload to website)

Mini outcome 1: Find out about the culture through art

Mini outcome 2: Why were Native Americans vilified? (Exploration of colonisation and cowboys/Indians myth)

Mini outcome 3: Why was the bison important?

Launch: Make a tepee and hold a pow-wow

Visitors/Visits: Archery

Homework Project: Was Pocahontas fact or fiction?

Texts: Brother Eagle, Sister Sky

Writing for purpose: Information, scripts, retell the story of Pocahontas

Cross-curricular maths:

Science: Our Changing World, Human Impact

RE: What faiths make up our community?

History: European explorers, chronology

Geography: North America study

Art: 3D art (totem poles/masks) Native American traditional style animal/symbols

DT: Dream catchers/ tepee

Music: Ukuleles/ learn Native American songs

PE: Dance (linked to topic)

Topic: Gardener's World

Question: How do gardens enhance our lives?

Legacy outcome: Plan and work towards a reflection garden in school

Mini outcome 1: Healthy Living promotion within school including sponsored events to raise money for school.

Mini outcome 2: Design history—parks and gardens in the past and their uses. Elizabethan knot gardens, People's Park

Mini outcome 3: Design a garden including cost projection in small groups

Launch: How can gardens keep us healthy?

Visitors/Visits: Tesco Farm to Fork

Homework Project: Garden design project/ research famous gardens

Texts: Tom's Midnight Garden; The Gardener

Writing for purpose: Write to companies asking for donations/ help with our garden; fantasy stories

Cross-curricular maths: Area of gardens; real life costing projects

Science: How does your garden grow? Where does all that food go?

RE: Who can inspire us?

History: Local history of parks e.g People's Park; garden design in the past e.g Capability Brown. Elizabethan knot gardens

Geography: Location of famous gardens

Art: Monet's garden artwork

DT: Model gardens

Music: Ukuleles

PE: Circuits—linked to healthy living

Christ Church CE (VA) Junior School—Curriculum Plan Year A: Chestnuts (Year 4/5)

Topic: Ancient Greece

Question: What was it like to live in Ancient Greece?

Legacy outcome: Ancient Greek visitor experience

Mini outcome 1: Write a newspaper report and create artefacts connected to the Olympic Games

Mini outcome 2: Create a maze or platform computer game

Mini outcome 3: Ancient Greek banquet; make the food and clothes (DT)

Launch: Mystery object investigation

Visitors/Visits: Liverpool museums Greek archaeological workshop/ artefact session (cost permitting)

Homework Project: What is the legacy of Ancient Greece? How has it had an effect on our lives?

Texts: Percy Jackson (class novel), Greek myths in different formats for comparison, non fiction texts

Writing for purpose: Information about artefacts, invitations to visitor experience .

Cross-curricular maths:

Science: Earth and space, feel the force

RE: How do festivals use light as a symbol?

History: Ancient civilizations

Geography: Location of a country within Europe

Art: sketching techniques, clay models of Greek artefacts

Music: ukuleles

PE: swimming (Y4), gymnastics (Y5); netball

Topic: Water, water everywhere

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: How do festivals use light as a symbol?

History:

Geography:

Art:

DT:

Music:

PE:

Topic: The Stone Age

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits: Tesco Farm to Fork

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: Why are some places and journeys special?

History:

Geography:

Art:

DT:

Music:

PE:

Christ Church CE (VA) Junior School—Curriculum Plan Year B: Chestnuts (Year 4/5)

Topic: Rainforests

Question: What is the wonder of the rainforest?

Legacy outcome: Creating wall size rainforest collage artwork

Mini outcome 1: Advertisement/Flyer for exhibition

Mini outcome 2: Rainforest Reports

Mini outcome 3: Rainforest Story

Main outcome: Rainforest exhibition in class

Launch: Zoolab workshop

Visitors/Visits: Chester Zoo

Homework Project: Rainforest dioramas

Texts: The Great Kapok Tree, The Vanishing Rainforest

Writing for purpose: Non-chronological report on the rainforest, information texts, writing to persuade (deforestation)

Cross-curricular maths: Land mass area and % of rainforest habitat loss, measurement (tree heights)

Science: Get sorted, Everyday materials

RE: How do festivals use light as a symbol?

History: Famous rainforest explorers

Geography: Rainforest habitat & ecosystem, location of world's rainforests, impact of humans

Art: Tropical birds collage, creating immersive environment

DT: Rainforest dioramas, book making

Music: Exploring performance, composition, sounds and structure

PE: High 5 netball, Basketball, Handball, Multi-skills

Topic: Space

Question: Is there anybody out there?

Legacy outcome: Launching a space balloon

Mini outcome 1: 3d solar system

Mini outcome 2: Tim Peake biography; Information texts about space/solar system

Mini outcome 3: Space story

Mini outcome 4: Design and build a spacecraft/space buggy/space station

Main outcome: Space themed animation, linked to story

Launch: Space Day—Tim Peake Videos, moon landing

Visitors/Visits: Jodrell Bank

Homework Project: Design and build a model rocket

Texts: Out of the Silent Planet

Writing for purpose: Biography, information texts, story, 'A day in the life of Tim Peake' diary

Cross-curricular maths: sizes of planets, masses, distance from earth

Science: Feel the force, Earth and beyond

RE: What words of wisdom guide us?

History: Famous moments in space, the Moon landing, Tim Peake

DT: Design and build a spacecraft/buggy/space station

Music: Exploring beat, pitch and structure

PE: Hockey, Gymnastics, Health related exercise, Tag rugby

Topic: Survival Instincts

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Main outcome:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science: Circle of life, Our changing world

RE: Whys are some places and journeys special?

History:

Geography:

Art:

DT:

Music: Exploring structure, pitch, composition and beat

PE: Athletics, Cricket, Dance, Football

Christ Church CE (VA) Junior School—Curriculum Plan Year A: Maples (Year 5)

Topic: The Romans

Question: Were the Romans really that rotten?

Legacy outcome: Museum Exhibition

Mini outcome 1: E-mail to British Museum curator

Mini outcome 2: News report– Explosion of Mount Vesuvius

Mini outcome 3: Artefact factfiles

Mini Outcome 4: Creating interactive displays and video guides

Launch: Roman Day

Visitors/Visits: Leeds City Museum

Homework Project: Roman Theme activities

Texts: Escape from Pompeii & Julius Caesar

Writing for purpose: e-mail, news report, factfiles, guides

Cross-curricular maths: Roman numerals, area and perimeter

Science: **Get Sorted / Everyday materials**

RE: What do Muslims believe about a good life?

History: Roman invasion in Britain & their legacy

Geography: Settlements, building of roads and cities

Art: Mosaics, Roman shields,

DT: Roman clothes, Roman villas

Music: listening and performing to classic tunes

PE: Handball and Netball

Topic: China

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: What do Muslims believe about a good life?

History:

Geography:

Art:

DT:

Music:

PE:

Topic: Rule Britannia!

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits: Tesco Farm to Fork

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: What does it mean to be a Sikh?

History:

Geography:

Art:

DT:

Music:

PE:

Christ Church CE (VA) Junior School—Curriculum Plan Year B: Maples (Year 5/6)

Topic: Ancient Egypt

Question: The curse of the mummy—fact or fiction?

Legacy outcome: Creating Egyptian Museum

Mini outcome 1: email to Egyptologist

Mini outcome 2: News report—Tutankhamun's tomb

Mini outcome 3: Artefacts Fact file

Mini outcome 4: Museum brochure

Launch: Egyptian dress day

Visitors/Visits: Manchester Museum

Homework Project: Egypt theme

Texts: The Cairo News

Writing for purpose: email, fact file, newspaper report, brochure

Cross-curricular maths: Volume of 3d shapes

Science: Marvellous mixtures, All change

RE: What do Muslims believe about a good life?

History: Ancient Egypt—mummification, pyramids

Geography: importance of the Nile, settlement, trade etc.

Art: Egyptian drawings

DT: canopic jars, collars, Egyptian headdress

Music: Exploring listening, exploring performance

PE: Handball, netball

Topic: Let's animate!

Question: How has animation changed the world?

Legacy outcome: Red carpet film screening of animation

Mini outcome 1: Formal letter to RVHS to use animation facilities

Mini outcome 2: Film storyboard

Mini outcome 3: Design and build animation set

Mini outcome 4: Creating animation

Launch: RVHS visit to animation studios

Visitors/Visits: Bradford Media Museum

Homework Project: Stop motion animation project

Texts: A Child of Books

Writing for purpose: formal letter, biography, instructions, film script

Cross-curricular maths: scaling, pricing

Science: Danger—low voltage!

RE: Should we forgive others?

History: History of animation, famous animators e.g. Walt Disney, Nick Park

Art: Digital art, Disney artwork, use of colour to create mood

DT: Set design (structures, joining techniques), scale drawing

Music: Exploring structure, exploring beat

PE: Gymnastics, dance, hockey

Topic: Viva Espana!

Question: What makes Spain such a popular destination?

Legacy outcome: Spanish fiesta night

Mini outcome 1: Letter asking for tourist brochures

Mini outcome 2: Debate—for an against bullfighting

Mini outcome 3: Creating a Spanish restaurant

Launch:

Visitors/Visits: Flamenco workshop

Homework Project: Range of projects

Texts: Don Quixote

Writing for purpose: Letter, email, report, factfile

Cross-curricular maths: Statistics

Science: Nature library

RE: What does it mean to be a Sikh?

History: History of General Franco

Geography: Contrasting localities

Art: Picasso—making clay bowls

DT: Food technology (Spanish food)

Music: Flamenco music

PE: Dance—Flamenco, Football

Christ Church CE (VA) Junior School—Curriculum Plan Year A: Sycamores (Year 6)

Topic: Castles

Question: Why defend a castle?

Legacy outcome: Documentary

Mini outcome 1: Factfile

Mini outcome 2: Film short scene from King Arthur

Mini outcome 3: Scripts

Launch:

Visitors/Visits: Skipton Castle

Homework Project: Design a castle

Texts: King Arthur—Michael Morpurgo

Writing for purpose: Legends

Cross-curricular maths: quantities, speed, distance

Science: Light

RE: Can charity change the world?

History: medieval—1066

Geography: Normans, history of Britain

Art: coat of arms, castle sketches

DT: build a castle, trebuchet

Music: historical

PE: attack and defend games

Topic: Restless Earth

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: What is compassion?

History:

Geography:

Art:

DT:

Music:

PE:

Topic:

Question:

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits: Tesco Farm to Fork

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science:

RE: What is important to Christians?

History:

Geography:

Art:

DT:

Music:

PE:

Christ Church CE (VA) Junior School—Curriculum Plan Year B : Sycamores (Year 6)

Topic: World War II

Question: Does anyone ever win a war?

Legacy outcome: History workshop for group of children

Mini outcome 1: Evacuee letter writing

Mini outcome 2: Wartime information booklet

Mini outcome 3: Creating history workshop

Launch: WWII day

Visitors/Visits: Eden Camp

Homework Project: Design an Anderson Shelter

Texts: Friend or foe

Writing for purpose: letter writing, narrative

Cross-curricular maths: ratio/proportion

Science: Light up your world

RE: Can charity change the world?

History: WWII

Geography: Countries at war, allied forces, key battlegrounds

Art: Blitz art, Pop art

DT: Anderson Shelter design

Music: famous war time songs

PE: netball, basketball, football

Topic: Body Pump

Question: Are we all the same?

Legacy outcome:

Mini outcome 1: Who dunnit? Crime report

Mini outcome 2: narrative horror story

Mini outcome 3: information text—'the heart'

Homework Project:

Texts: Blood heart

Writing for purpose: Anatomy texts—'Beginner's guide to the heart'

Cross-curricular maths: heart rate, capacity, volume

Science: Body health, Body pump

RE: What is important to Christians?

Art: Human form drawing, painting, 3d sculpture

DT: Creating 3d models of the heart

Music: Body sounds

PE: Hockey. Health related exercise, gymnastics

Also:

SATs preparation and revision

Topic: The Royal Variety Show

Question: Do our talents become our hobbies, or our hobbies become our talents?

Legacy outcome:

Mini outcome 1:

Mini outcome 2:

Mini outcome 3:

Launch:

Visitors/Visits:

Homework Project:

Texts:

Writing for purpose:

Cross-curricular maths:

Science: Everything changes

RE: What is compassion?

History:

Geography:

Art:

DT: set design

Music: Exploring performance—creating end of year show

PE: football, cricket, athletics, dance