



Writtle Junior School Curriculum Plan



Autumn Term 1

**WJS Whole School Core value: A new beginning for us all**

Location, Location, Location

Year 3

**Ignition Task** : Welcome to WJS

**Reignition task:** Write to pupils in another school/ country

**End Product:** A photo frame to take home - ME! Board games to play with another school.

**Key Subjects:** Geography, PE, PSHE and MFL

**Visit:** Braintree Discovery Centre

**English:** Stories with familiar settings - describing settings, use of adjectives, atmosphere and the 5 senses. Recognising what makes a familiar setting.

Letter Writing - What are the features of a letter? How can we extend our paragraphs? Writing to another country. Writing as a character - Dear Miss.

**Science:** identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Art:** Basic skills - digital photography and manipulation of images.

**Computing:** Basic e-safety. Basic Skills and an introduction to DB and the IPADS. SKYPE links with another school

**D+T:** photoframes. How can we make our stand rigid? How can we make it stand up? What joins will we have?

**Geography:** maps and plans of the school and symbols. Where are we located in England, British Isles and Europe? Use of Google Earth and mapping tools.

**PE:** out door and adventurous activities. Can we create a trail? Can we make a code that others can follow to complete different physical activities. Team Building games and tasks.

**PSHE:** Rules... Special places, special objects. What makes a place special to me? Why is it special? What are my memories / thoughts about this place?

**RE:** The Local Anglican church. Why is this a special place for Christian worshippers? What are the features that we find in a church? What does our church in Writtle look like inside?



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**Chocolate**

**Year 4**

**Ignition:** Create a new chocolate cereal bar.

**Re-ignition task:** Can you market a chocolate cereal treat bar to your Year group? Could you prepare a bar for Tuck shop.

**End Product:** Packaged chocolate cereal bar

**Suggested Educational visit:** Visit to chocolate manufacturer or by a chocolate maker

**Key subjects:** Literacy, geography and design and technology.

**Literacy:** Persuasive Writing - marketing and selling of a chocolate bar. Read and analyse features of advertising posters and food advertising. Create a poster campaign for a chocolate bar that is clear, imaginative and persuasive. Write a persuasive speech encouraging others to purchase your chocolate bar.

Author Study - Roald Dahl - Charlie and the Chocolate Factory. Write in the style of Roald Dahl. Empathise with the character of Charlie Bucket within the text. Write your own satisfying ending for Charlie and the Chocolate Factory.

**Science:** Teeth, Nutrition and the Human Digestive System. A study of the function and position of human teeth. What is their function? A brief look at the internal organs of the body focusing on the digestive system. What are the different sections of the digestive system? What are the functions of these sections? How do they work together? Experiments to show the function of the digestive system.

**Computing:** E-safety. The work of CEOP . Who can you trust on-line? What information should be allowing people to see on-line?

Create posters and marketing presentations for the chocolate cereal bars. Link these to persuasive writing trying to persuade your audience to buy your product.

**Geography:** Physical geography looking at the places and the environment where cocoa beans are grown. Are there links between the environments?

**Art: Drawing** - Design and create eye catching packaging for your chocolate bar. What colours are used in the industry? Why? What information is included on the packaging?

**D+T:** Packaging for the chocolate bar. Design, create and market a chocolate cereal bar. Encourage sensory evaluation skills such as chocolate tasting - which taste is best for the product? Evaluate and refine the product. Cookery skills - biscuit bar making



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**Awesome Egyptians (Gruesome Graves)**

**Year 5**

What achievements did the Ancient Egyptians have?

**Ignition Task** : What journey did Howard Carter take to get to Egypt?

**Reignition**: create a museum/ interactive book on the life of Howard Carter.  
Biography of HC

**Visit**: BM/ Egyptian visitor/ Saffron Walden museum.

**Key Subjects**: History and Literacy.

English: Stories from other cultures. What features does a story have? Can you find similarities between stories? What does a story mountain look like? Does this story follow that structure? Can you simplify a story? Can you map a story? Recounts : other than biography. Diaries and newspaper reports. What are their features and their structure. What would Howard Carter have written?

Science - Decay linked to decomposing and how we can halt / increase this process? How did the Egyptians prevent decomposition of the bodies in tombs? Forces - pushes / pulls - levers gears. How were the pyramids built?

History- Achievements of the Ancient Egyptian civilisation. What technological machinery and advances could be seen? How were the pyramids built? How could the Egyptians irrigate the Nile? Why was religion a key aspect of life for the Egyptians? Who and what did they worship? What can be seen in Egypt today?

ICT: Filming skills, how can we use the IPADS to create a movie? How can we write the script, create the scenes and edit the movie. Use i-movie app.

Geography: land use in the Nile delta. How it changes over the course of a year? What technology is used to support growth of plants and healthy livestock?

Art: Modroc - sculpture - painting skills. How can we design and make a Canopic jar?

RE: Death, reincarnation and sacred places - Hindu. What are the differences

between death ceremonies and Gods for Ancient Egyptian and Hindu religions?

PSHE - Rules. New classrooms, new rules. Loss and bereavement - Badgers Parting Gifts. How do we support each other in times of loss. How will it make us feel? How can we turn to others during times of loss?



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**Behind the Bookcase**

**Year 6**

**Ignition:** What happened to children in WW2

**Re-ignition task:** Anne Frank Day

**End Product:** WW2 sleepover

**Educational visit:** Duxford

**Key subjects:** History, RE and Music

**English:** \*Narrative techniques - use of flashbacks and multiple narrators. Jonny and the Bomb.

**Recounts** - WW2 based recounts - evacuation.

**Science: Light** - recognise that light travels in straight lines. Recognise that objects are seen because they give out light or reflect light into our eyes. Explain how we see things. Shadows - explain how they are formed. Discuss the placing of rear-view mirrors and make a periscope.

**Computing:** E-safety- cyber bullying, sharing images and social media.

**Geography:** maps, scales and invasion of territories. Look at how land use has changed over time in the local environment. Focus on an area - Hylands House.

**Art: Textiles** - Sewing skills - make do and mend.

**RE:** The Jewish Home and the Holocaust.

**PE:** Invasion Games.

**PSHE:** UN declaration - Rights of the child. To recognise the consequence of anti-social behaviours such as discrimination against individuals or communities.

**Music:** WW2 songs - ongoing skills.

**MFL:** Greetings - talk about yourself.....