

Writtle Junior School Long Term Plan : Year 3

Location,
Location,
Location

Ignition Task: Welcome to WJS - What do you know? What do you want find out?
Re-ignition Task: PE Orienteering Trail around school grounds
End Product: Village Church Guide (e-book)
Suggested Visit: Discovery Centre
Key Subjects: Geography, PE, PSHE and MFL

English: Stories with familiar settings: (Toy Story/ Tuesday- David Weisner) Fairy stories and Folk tales (Chang and his Magic Paintbrush - Talk for Writing)
Science: Animals including humans :.Nutrition – humans take in food rather than making their own. The skeleton and muscles.
 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
Computing: Basic E-safety, Programming -Swift Playgrounds, programming the drone to different locations.Art: Digital Photography: using the iPads – editing tools and effects.
D+T: Create a photo frame investigating joining materials and creating a stable structure.
Geography: Locate the world's countries, How do we use maps, atlases, globes and digital mapping to locate countries and continents? Focus on Europe and its major cities. Name and locate counties and cities of the United Kingdom. Where is the Equator, Northern Hemisphere and Southern Hemisphere. Use the eight points of a compass, symbols and keys Use fieldwork to observe, measure, record and present the human and physical features in the local area.
PE: Outdoor and adventurous activities
PSHE: Rules- school health and safety, basic first aid, where to get help. Keeping passwords and personal information safe.
RE: CHRISTIANITY: The Local Anglican church
MFL: Basic Greetings

Focus:
Core Value :

A new beginning for us all.

BCV:
The rule of law

Writtle Junior School Topic Skills Year 3

Location
Location
Location

I can use digital images and combine with other media in my art.
I can prove that my design meets some set criteria.
I can follow a step-by-step plan, choosing the right equipment and materials.
I can design a product and make sure that it looks attractive.
I can select the most appropriate tools and techniques for a given task.
I can work accurately to measure, make cuts and make holes.
I can use the correct geographical words to describe a place.
I can use some basic Ordnance Survey map symbols.
I can use grid references on a map.
I can use grid references on a map. (possible 4 figure)
I can use an atlas by using the index to find places.
I can name a number of countries in the northern hemisphere.
I can explain the difference between the British Isles, Great Britain and the United Kingdom.
I can name and locate the capital cities of neighbouring European countries.
I can explain the importance of a nutritious, balanced diet.
I can explain how nutrients, water and oxygen are transported within animals and humans.
I can describe and explain the skeletal system of a human
I can describe and explain the muscular system of a human.
I can describe the purpose of the skeleton in humans and animals.
I can sing a tune with expression
I can play clear notes on instruments.
I can create repeated patterns with different instruments.
I can improve my work; explaining how it has been improved.
Outdoor and adventurous P
I can follow a map in a familiar context.
I can use clues to follow a route.
I can follow a route safely.
I can create a route for others to follow
I can work as a team
I can describe features of a church using appropriate vocabulary
I can begin to make links with other religions and their places of worship
I can identify key symbols used by Christians
I can identify how the wider Christian community uses the church
I can design a sequence of instructions, including directional instructions.
I can write programs that accomplish specific goals.
I can work with various forms of input.
I can work with various forms of output.
I use technology respectfully and responsibly.
I know different ways I can get help if I am concerned.
I understand the need for rules to keep me safe when exchanging learning and ideas online.
I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
I understand the need to keep personal information and passwords private.
I understand that if I make personal information available online it may be seen and used by others.
I know how to respond if asked for personal information or feel unsafe about content of a message.
I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
I know how to report an incident of cyber bullying.
I know the difference between online communication tools used in school and those used at home.
I understand the need to develop an alias for some public online use.
I understand that the outcome of internet searches at home may be different than at school.
I follow the school's safer internet rules.

Writtle Junior School Long Term Plan : Year 4

The Chocolate Factory

Ignition Task: Where does chocolate come from?

Re-ignition Task: Create an uploadable advert for your chocolate bar

End Product: Create your own Chocolate Bar

Educational Visit: Radio Essex/ Hotel Chocolat/ Chocolate Maker

Key subjects: PHSE, Science, D+T and English

English: Author Study: Write in the style of Roald Dahl. Compare Charlie and the Chocolate Factory with another Roald Dahl text. Persuasive writing - Adverts - posters and TV/Radio/ Internet.

Science: Sound - create a jingle. How do we hear this? Identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear

Computing: E-safety CEOP using internet safely – who can you trust online? Recording and editing audio: Can you create an advert for the internet? Multi- media: manipulating and editing sound (children could make their own radio station) Green screen – chocolate factory – layering images.

Geography: Where is chocolate produced? Where do the beans come from? Locate the key countries using maps including South America. Concentrate on the environmental regions, key physical and human characteristics, countries, and major cities. Describe key aspects of physical and human geography such as the climate zones biomes & trade related to chocolate manufacture.

History: The Mayans and their development of Chocolate.

Art: Digital Art: design and create : Packaging. Use of colour to attract audience.

D+T: Food technology - Create a healthy biscuit and chocolate bar including packaging.

RE: CHRISTIANITY AND JUDAISM: Journey to the Promised land

PSHE: Class Rules. Peer pressure – being under pressure to act in an unsafe , unacceptable or risky manner by other people and the media. Explore how the media present information.

PE: Outdoor and Adventurous Activities

Music: Recorders, Notation BAGCFE with Mr Sills

MFL: Foods from the café

Focus:
Core Value :

A new beginning for us all.

BCV:
The rule of law

Writtle Junior School Topic Skills Year 4

The Chocolate Factory

I can integrate my digital images into my art.
I can produce a plan and explain it.
I can identify which methods of construction have been used
I can use a range of techniques such as mixing, grating, chopping and slicing
I can adapt recipes to change the taste, texture and appearance of a product.
I can use ideas from other people when I am designing.
I can evaluate and suggest improvements for my designs.
I can evaluate products for both their purpose and appearance.
I can explain how I have improved my original design.
I can present a product in an interesting way.
I can analyse if a product meets a users needs and wants
I can persevere and adapt my work when my original ideas do not work.
I can measure accurately.
I know how to be both hygienic and safe when using food.
I can locate the equator, tropic of cancer and the tropic of capricorn.
I can locate countries in South America
I can use my mathematical skills to round up time differences into centuries and decades.
I can plot events on a timeline using centuries.
I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
I can identify how sounds are made, associating some of them with something vibrating.
I can recognise that vibrations from sounds travel through a medium to the ear.
I can find patterns between the pitch of a sound and features of the object that produced it.
I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
I can recognise that sounds get fainter as the distance from the sound source increases.
I can ask questions about my own experiences and thought and those of other people.
I can describe how Jewish beliefs about God are expresses through the story and rituals
I can link the values that are important to me with keeping class and national rules
I can raise questions and suggest answers to questions of morality
I can describe why the story of the Exodus is important to Jews today
I can perform a simple part rhythmically.
I can sing songs from memory with accurate pitch.
I can use notation interpret sequences of pitches.
I can identify and describe the different purposes of music.
I can perform a simple part rhythmically
I can follow a map in a (more demanding) familiar context.
I can follow a route within a time limit.
I can read symbols and understand coordinates.
I can create my own symbols and match them to a route
I can produce and upload a pod cast.
I can produce a short composition suitable for an advert
I can layer my recorded voice with music using layering
I can upload my composition
I recognise acceptable and unacceptable behaviour using technology
I understand the need for rules to keep me safe when exchanging learning and ideas online.
I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
I understand that copyright exists on most digital images, video and recorded music.
I understand the need to keep personal information and passwords private.
I understand that if I make personal information available online it may be seen and used by others.
I know how to respond if asked for personal information or feel unsafe about content of a message
I know the difference between online communication tools used in school and those used at home.
I understand the need to develop an alias for some public online use.
I follow the school's safer internet rules.

Writtle Junior School Long Term Plan : Year 5

Space Invaders

Ignition Task: How will we Launch a Bear into Space?

Re-ignition Task: Eggonaut Competition

End Product: Launch of Bear.

Suggested Educational Visit: Astrodome/ Planetarium

Key subjects: Science, D+T and Computing

English: Instructions and Non Chronological reports.

Science: Earth and space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Computing: E- safety, Programming: abstracting and debugging - make a scratch program of the solar system Algorithms - what are they and how do they debug them.

Art: Digital Art / Collage Key famous Artist: Vincent Van Gogh: Starry Night

D+T: Cams linked to Space - planets and their order, flag lifted on a rocket. Wooden frame.

Geography: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

RE: Humanism: Humanism a secular world view

P.E: Outdoor and Adventurous, Fitness and Stamina.

PSHE: Understand the feelings of others. How can we support them?

Similarities and differences between people including disability, age, gender. Racial, religious, family, cultural and ethnic diversity.

MFL: Planets, days of the week, colours

**Focus:
Core Value :**

**A new
beginning
for us all.**

**BCV:
The rule of
law**

Writtle Junior School Topic Skills Year 5

Space Invaders

I can identify and draw objects and use marks and lines to produce texture.
I can successfully use shading to create mood and feeling.
I can organise line, tone, shape and colour to represent figures and forms in movement.
I can express emotion in my art.
I can use images which I have created, scanned and found; altering them where necessary to create art.
I can research the work of an artist and use their work to replicate a style. say how the lives of people are affected by what they believe
I can explain the religious views of a humanist
I can explain what a humanist is
I can give a simple explanation of Humanist beliefs
I can describe some of the similarities and differences between religious and humanist beliefs.
I can give simple explanations of why Humanists try to follow the Golden Rule
I can discuss how I decide what is right and wrong
I can explain how people's ideas and beliefs affect what they do in their lives and apply this to myself and others.
I can explain things that inspire and influence me in my life.
I can discuss and explain how humanists mark important times in their lives.
I can explain why humanists believe love, commitment and responsibility are important for human relationships and wellbeing.
I can produce a detailed, step-by-step plan.
I can come up with a range of ideas after collecting information from different sources.
I can suggest alternative plans; outlining the positive features and draw backs.
I can explain how a product will appeal to a specific audience.
I can evaluate appearance and function against original criteria.
I can use a range of tools and equipment competently.
I can make a prototype before make a final version.
I can assemble, join and combine materials and components with some accuracy- wooden frame.
I can describe and explain the movement of the Earth and other planets relative to the Sun.
I can describe and explain the movement of the Moon relative to the Earth.
I can explain and demonstrate how night and day are created.
I can describe the Sun, Earth and Moon (using the term spherical).
I can compare the time of day at different places on Earth.

Outdoor and adventurous

I can follow a map in an unknown location.
I can use clues and a compass to navigate a route.
I can change my route to overcome a problem.
I can use new information to change my route.
I can plan a journey to a place in another part of the world, taking account of distance and time.
I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
I can explain how time zones work and calculate time differences around the world
I can use digital mapping to identify countries and their features around the world.
I can combine sequences of instructions and procedures to turn devices on and off.
I can use technology to control an external device.
I understand that you have to make choices when using technology and that not everything is true and/or safe.
I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
I understand the potential risk of providing personal information online.
I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
I recognise the potential risks of using internet communication tools
I understand the benefits of developing a 'nickname' for online use.I understand that some malicious adults may use various techniques to make contact and elicit personal information.
I know that it is unsafe to arrange to meet unknown people online
I know how to report any suspicions.
I understand I should not publish other people's pictures or tag them on the internet without permission.
I know that content put online is extremely difficult to remove.
I know what to do if I discover something malicious or inappropriate.
I follow the school's safer internet rules.
I can create strong passwords and manage them so that they remain strong.
I can competently use the internet as a search tool.

Writtle Junior School Long Term Plan : Year 6

<p>Space Invaders</p>	<p>Ignition Task: How will we Launch a Bear into Space? Re-ignition Task :Eggnaut Competition End Product: Sleepover 2017/ Bear Launch Educational Visit : Astrodome / Science Museum Key subjects: Science, D+T and Computing</p> <p>English: Non Chronological reports and Structured poetry Science: Earth and space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Computing: E-safety, Programming - abstracting and debugging - make a scratch program of the solar system. Algorithms - what are they and how do they debug them. History: Research space travel – look at sources . Conspiracy theory v fact Art:- Digital Art / Collage Key Famous Artist: Vincent Van Gogh: Starry Night D+T: Create a capsule for a bear joining materials accurately. RE: Humanism a secular world view Geography: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied PSHE –.Understand the feelings of others. How can we support them? Similarities and differences between people including disability, age, gender. Racial, religious, family, cultural and ethnic diversity. Music: Key Famous Composer: Gustav Holst - The planet Suite PE – Out door and Adventurous Activities , Fitness and stamina MFL: Planets, days of the week, colours</p>	<p>Focus: Core Value :</p> <p>A new beginning for us all.</p> <p>BCV: The rule of law</p>
------------------------------	---	--

Writtle Junior School Topic Skills Year 6

Space Invaders

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
 - I can describe and explain the movement of the Moon relative to the Earth.
 - I can explain and demonstrate how night and day are created.
 - I can describe the Sun, Earth and Moon (using the term spherical).
 - I can compare the time of day at different places on Earth.
 - I can formulate a step by step plan for the design process.
 - I can follow a technical plan with a number of steps.
 - I can use annotated drawings and cross sectional design plans to convey my ideas to an audience
 - I can follow and refine my plans and can justify my choices.
 - I can evaluate my product against clear criteria
 - I can measure, mark out, cut and shape materials and components with accuracy
 - I can explain the procedures I need to follow to keep myself safe when cutting materials.
 - I can accurately assemble, join and combine materials and components
 - I can apply a range of finishing techniques, including those from art and design, with some accuracy
 - I can critically evaluate the quality of the design, manufacture and fitness for purpose of the product as I design and make.
 - I can evaluate my designs against my original specification.
 - I can place features of historical events in a chronological framework.
 - I can use maps, aerial photographs and e-resources to identify countries
 - I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles
 - I can explain how time zones work and calculate time differences around the world.
 - I can use digital mapping to identify countries and their features around the world. Outdoor and adventurous
 - I can follow a map in an unknown location.
 - I can use clues and a compass to navigate a route.
 - I can change my route to overcome a problem.
 - I can use new information to change my route.
 - I can plan a route and a series of clues for someone else.
 - I can plan with others taking account of safety and danger
 - I can identify and draw objects and use marks and lines to produce texture.
 - I can successfully use shading to create mood and feeling.
 - I can organise line, tone, shape and colour to represent figures and forms in movement.
 - I can express emotion in my art.
 - I can use images which I have created, scanned and found; altering them where necessary to create art.
 - I can research the work of an artist and use their work to replicate a style. say how the lives of people are affected by what they believe
 - I can explain the religious views of a humanist
 - I can explain what a humanist is
 - I can give a simple explanation of Humanist beliefs
 - I can describe some of the similarities and differences between religious and humanist beliefs.
 - I can give simple explanations of why Humanists try to follow the Golden Rule
 - I can discuss how I decide what is right and wrong
 - I can explain how people's ideas and beliefs affect what they do in their lives and apply this to myself and others.
 - I can explain things that inspire and influence me in my life.
 - I can discuss and explain how humanists mark important times in their lives.
 - I can explain why humanists believe love, commitment and responsibility are important for human relationships and wellbeing.
 - I can design a solution by breaking a problem up.
 - I recognise that different solutions can exist for the same problem.
 - I can use logical reasoning to detect errors in algorithms.
 - I can use selection in programs.
 - I can work with variables.
 - I can explain how an algorithm works.
 - I can explore 'what if' questions by planning different scenarios for controlled devices.
- Information technology
- I can select, use and combine software on a range of digital devices.
 - I can use a range of technology for a specific project.
 - I can discuss the positive and negative impact of the use of ICT in my own life,
 - I understand the potential risk of providing personal information online.
 - I understand that some messages may be malicious and know how to deal with this.
 - I understand that online environments have security settings, which can be altered, to protect the user.
 - I understand the benefits of developing a 'nickname' for online use.
 - I understand that some malicious adults may use various techniques to make contact and elicit personal information
 - I know that it is unsafe to arrange to meet unknown people online.
 - I know what to do if I discover something malicious or inappropriate and know how to report any suspicions.
 - I follow the school's safer internet rules.
 - I can make safe choices about the use of technology.

