WJS Whole School Core value:
Together Everyone Achieves More.

Passion for Trashion
Year 3

Ignition Task: We are designing an outfit made out of recycled materials. We are designing, making and presenting the outfit.

Re-ignition task: Passion for Trashion Show. What do we need to do to create our own Fashion show?

End Product: Trashion Show for parents and school community

Educational visit: Chelmsford College to support making of outfits/ show their Trashion outfits. Professional photographer to visit and explain how to take photographs correctly. Invite into school, a range of professionals within the fashion industry to talk about their jobs.

Key Subjects: Design and Technology, Computing and Science.

English: Instructions and Author Study - The Paper Bag Prince by Colin Thompson and a study of his other stories.

Science: Electricity- identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts. These will include cells, wires, bulbs, switches and buzzers. Identify whether or not a bulb will light in a simple series circuit, based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Identify and recognize some common conductors and insulators, and associate metals with being good conductors.

Computing: Digital Media : Use of a computer/ IPAD to compose and record basic rhythms. Use of Garage band to compose music for the Trashion show. Children will mix tracks and sample sounds.
Children will record video for a range of purposes, continuing to take photographs for a range of different purposes, developing independence.

Art: Digital photography – how do we compose photos, take photos and then edit them ? Photo Booth and other Apps. (Professional photographer to talk to children)

D+T: Joining materials, designing, planning and creating a Trashion outfit. How will we join materials? How will we create an outfit suitable for a Trashion show?

Geography: Discuss the environmental factors in recycling materials. Compare places where pollution of the local environment is rife and where recycling is effective. Which countries have excellent recycling? How does the UK and Essex compare with this?

PE: Gym with apparatus. Focus on balancing, travelling (rolls and jumps) and control. Safe use of the apparatus.

PSHE: Relationships -to be aware of different types of relationship, including those between acquaintances, friends, relatives and families. Be aware that their own actions affect themselves and others. Listen and respond respectfully to a wide range of people. Recognise and care about other people's feelings. Work collaboratively towards shared goals

RE: Christianity – Living as a Christian **-** identifying the structure and organisation of the Bible. What is the symbolism within it for Christians?

Music : Playing various instruments and learning vocals for a piece of music to be used in the Trashion show – Passion for Trashion.

Writtle Junior School Curriculum Plan
Spring Term 1

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The Iron Man
Year 4

Ignition: Create your own completed film with trailers.
Re-ignition task: Creating a e-book of the Iron Giant. What do we need to do? Which APPs will we use? What do we need to create?
End Product: Read own e-books with parents and adults.

Educational visit: Recycling centre / environmental workshop.
Key subjects: Literacy, computing and D+T.

English:

Fantasy or sci- fi story writing – imaginary worlds – use of simple film making. Visual Literacy. How do film producers convey ideas to their audience? What different types of camera angles are used? Writing an e- book. What elements of the story do we need to include?
Performance Poetry

Science: Magnetism. Investigate how some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing: I-movie trailer, creation of simple animated film. Book Creator – create and publish own e-book.

Geography: differing landscapes around the globe. Compare an arid and hot landscape with that of a landscape that has a sub-zero climate.

Art: Collage/Painting/ Digital photography and manipulation: Create and complete a portfolio of scenes for films.

D+T: Pneumatics - how can pneumatic systems create movement? How do we install a pneumatic system into a model?

RE: The Buddha's story.

PE: Gym and fitness – how would the Iron man move / dance? Look at creating robotic movements.

PSHE: Bullying/ Being Different/ Friendship. How to build good relationships with others. How can we be comfortable as our own person?   Conflict resolution.

Music: Creation of a song to open the film premiere/ for use in e-book.   Focus on instruments and digital sounds that create sound effects for the Iron Man.

MFL: Family relationships – Mother, Father, Brother and Sister. My brother is called …. And is 8 years old.

Writtle Junior School Curriculum Plan
Spring Term 1

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Vikings
Year 5

Ignition: How did the Vikings travel?
Re-ignition task: Viking day
End Product: Viking Day

Educational visit: Layer Marney Tower/ Sutton Hoo
Key subjects: English, computing and D+T.

English: *Extended traditional stories – use the Norse god's stories and myths as a basis for this.
Narrative Poetry – again based on the stories and myths of the Norse gods.
Structured Poems based on Kennings and Tankas.

Science: Working scientifically – science skills linked to an area of science that interests the children. Practical work and key skills in how to write up experiments.

Computing: E-book – creating a book linked to the Norse gods and the travels of the Vikings. Algorithms – understand what they are and how to debug them.

Geography: link to the history topic. Compare land use maps of the UK from the past with those of the present. Focus – land use.

Art: Printmaking – creating shield designs and bosses. Depicting a scene or story using tile printing.

RE: Christianity in the wider local community. A look at how the beliefs of the Christians in the local community are discussed and spread locally and globally.

PE: Dance and Invasion Games..

PSHE: With increased confidence comes the need to feel safe. How do we keep ourselves safe? What do we need to help us keep safe? What does being safe mean?

Music: Ongoing music skills reviewing and revising music skills from last half term.

MFL: Days of the week, month and year. Hobbies and interests… on Monday I play…..

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Shakespeare Rocks
Year 6

Ignition Task : What would it be like to be a Tudor King? What did King Henry do to his wives?

Re-ignition: Portrait Gallery – can you create your own Portrait gallery?

End Product: Portrait Gallery

Educational Visit : Kentwell Hall/ Tudor re-enactor / Ingatestone hall/ The Tower

Key subjects: Science, D+T and Computing.

English: Shakespeare Study - An in depth study of a piece of Shakespeare such as Romeo and Juliet. A midsummer Night's Dream.

Science: Describe how living things are classified into broad groups according to common characteristics and based on similarities and differences.
Give reasons for classifying plants and animals based on specific characteristics.

History: Tudor life, Henry and his wives and Tudor explorers. (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)

Computing: Coding: Developing basic coding language and debugging code. Writing your own code – developing a game.

Art: Painting Portraits. Drawing skills needed to complete detailed portrait painting – composition of the portrait. Painting skills in different media to create portraits of historical characters and members of the class.

DT: Food Technology – how did the Tudors use herbs for medicinal properties but also for flavour? Look at preservation techniques. Create simple Tudor recipes of the time e.g. real mince pies. Compare these with a traditional modern dish. Compare nutrition then and now. Add to children's recipe bank.

RE: The synagogue

PE: Dance

PSHE: Reflect on your successes and achievements so far. What are your aspirations and goals?

Music: Tudor Music – Greensleeves. Improving and continuing singing skills. Musical notation – where does the note sit on the stave. Instant recognition of the note.

MFL – Spanish/ French