



Writtle Junior School Curriculum Plan



Spring Term 2

**WJS Whole School Core value:
Going For Goals.**

We're all going on a Yeti Hunt!

Year 3

Ignition Task: You will be going on an expedition to the Himalayas. What will you need to take? How will you prepare?

Re-ignition task: What information will you need to obtain from an explorer who has been to the Himalayas? Prepare for your Yeti hunt.

End Product: *We're all going on a Yeti Hunt - Interactive Book*

Educational visit: Possible visit from Mark Wood (Everest, North and South Pole Explorer)

Key Subjects: Literacy and Geography

Literacy: Adventure stories and structured poetry. Annotate poems and stories and perform them. Evaluate the effectiveness of others' performances. Use discussion to organise roles within a group.

Generate ideas for writing by reading texts and from within the topic theme. Identify the structures, grammar and vocabulary of adventure stories and use these to plan and write their own stories. Use paragraphs to group related material. Create characters using well chosen words and phrases. Use expression, intonation and tone when reading aloud their writing. Proof-read for spelling, grammar and punctuation errors.

Science: Properties of Materials / Insulating materials: compare and group together everyday materials on the basis of their properties, including their hardness and thermal conductivity. Give reasons for the particular uses of everyday materials, including metals, wood and plastics.

Computing: Developing understanding of how a computer understands processes and commands. Understand that screen and floor turtles follow a series of commands. Create and refine programs for the floor or screen turtle to create shapes and patterns.

Art / D+T: art and D+T skills to design, create a pattern/ template and sew a flag for base camp on your expedition.
Create a flag for your base camp.

Printing: Identify how we make simple prints using tiles. How can we repeat the pattern? How can we use these prints to create a flag for our camp?

Geography: Identify the highest mountains in the U.K, Europe and the World. Use vocabulary associated with these geographical features. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Locate mountains from different locations on Google Earth and compare. Can we find the Himalayas?

PE: Invasion games

PSHE: How can we take risks that are safe? What is our natural fight for survival? How do we cope if we feel lonely? What is it like to meet new people? What strategies can we use to help us when we meet new people?



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Roamin' Romans
Year 4

Ignition: What clues can we find from the past? What is left in Writtle from Roman times?

What was life like for Romans in Britain?

End Product: Virtual Museum Day - show parents and Year group_

Suggested Educational visit: Roaming Roman. Colchester Castle or Lullingstone Roman Villa. Local history visits.

Key subjects: History - local history study and Geography

English: Stories in a Historical Setting - writing stories that have a historical context. Look at creation of characters and settings. Link the stories to Roman and the Celts. Include characters such as Boudicca. Revise paragraph writing - story mountain. Use historical language.

Recounts and reports - newspapers. The children will create newspaper articles linked to the Romans. They will understand the features of a newspaper report and identify the success criteria.

Science: Light -

Computing: Understanding the difference between the WWW and the internet. Looking at algorithms. What are they? Can we write our own? Use Hopscotch. Creating a virtual museum. Using Apps to create a virtual museum that can be shared with parents and pupils. Children to work in groups to create an element of the museum. This will be an area where they are able to develop their own research and presentation skills.

History: A local history study. What clues can we find in the village from Roman life? How do we know that Writtle was important in Roman times? What village features may have been visible in Roman times? (Walk down Lawford Lane to the river)

What would everyday life be like for the Romans? Where did they live? What did they wear? What did they eat?

Geography: Linked to history. Which areas of Europe did the Romans invade? How did they move forward? What were those countries called? How did the Romans move forward to Britain?

Local study - mapping - local maps - looking for clues linking places within the village to the Romans. Children to look at their own routes around the village. Where will they walk? What streets will they walk through? Link to virtual museum.

Art: Collage work - mosaics. Observational drawing skills - roman artefacts. Creation of Roman shield. Investigating shield patterns and bosses. Preparation for the virtual museum.

RE: Buddha's Story - What do the images of the Buddha portray? How do Buddhists celebrate his life?

PE: Invasion Games - Tag Rugby skills with Mrs Robinson.



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Lights, Camera, Action!
Year 5

Ignition Task : You have been asked by a major film company to create a stop/ start animation film

Reignition: Private screening for family and friends.

Key Subjects: English and Computing

End Product: Film Premiere. Parents invited to see films.

English: Modern Fiction - looking at the style of writing by a modern author. Choices could include JK Rowling's Harry Potter or David Walliam's writing such as Gansta Granny. Children should compare texts, discuss author choices and have the chance to read differing styles of modern fiction.

Science: Properties and changes of material. Compare and group everyday objects according to their properties such as hardness, solubility, transparency and conductivity.

Know that some materials will dissolve in a liquid to form a solution, discuss how mixtures might be separated through filtering, sieving and evaporating and demonstrate that dissolving, mixing and changes o state can be reversible. Explain that some changes to materials result in the formation of new materials and that this is not reversible eg burning.

Give reasons based on evidence for the uses of everyday materials such as metals, wood and plastic.

History: The history of film and television - look at when aspects of film and television were invented and came into everyday use. When was colour television first used and seen?

Computing: 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 stop/ start animation apps to create a film.

Art: digital imaging - creating the film and preparing the scenes for the film. Discuss the editing process and how we can apply different filters to the film.

RE: Holy week -The last week of Jesus' life. What happened to Jesus in the days before his death? Link to Good Friday and Easter Sunday. How do Christians celebrate at this time?

PSHE - How do the images in the media not always reflect real life? How can we keep ourselves safe from the pressures from the media? What affects our physical, mental and emotional health?

PE: Dance and invasion games

Music: On-going music skills - Mr Sills to support in class music sessions.

MFL: The family - words and phrases associated with this.



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Namaste

Year 6

Ignition Task : How does life for children in India differ from our life? What are the similarities? How do children go to school in India?

Re-ignition: We are going to create our own banquet - what do we need to do?

End Product: Indian Banquet - children to cook their own Naan Breads to eat at the banquet. School Governors invited to attend.

Educational Visit : Indian Dancer.

Key subjects: Geography and R.E.

Literacy - Instructions, Explanation Texts and Discussion - How do the content and style of the text link to the purpose? Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables. Evaluate their work effectively and make improvements based on this. Proof-read for spelling and punctuation errors.

Science: Micro-organisms and yeast. Irreversible changes - burning and baking. What do we notice? Why are these changes irreversible? How do we keep ourselves safe in the kitchen? Why do we wash our hands when preparing food? Investigate good and harmful bacteria.

Computing: Use technology, including spreadsheets to create graphs and present data in different ways. Use, query and create databases to support work on India. Coding - continue basic coding with Scratch.

Geography: On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

What are the key human and physical geographical features of India? How has its population size changed over time?

Art: Printmaking and creating patterns linked to India. Create banners and placemats linked to Indian designs. Use press printing to create intricate patterns? How do we create those patterns? Look at use of paisley patterns - how can we create those? Create a large peacock design using individual tiles from the year group in its tail feathers. Use this at the banquet.

DT: Making bread - investigate uses and types of bread around the world. Evaluate bread using sensory evaluation description, such as taste and texture. Make different breads. How does the change of ingredients affect the finished product? Create Naan breads for the banquet.

RE: Brahman, the Trimurti and creation stories (Hinduism)

PE: Dance - Indian Dancing. Invasion games.

PSHE: Know that all people and societies have human rights and understand the special human rights set out for children.

Music: Use instruments to change the style of a given music. How does altering instrument use and rhythm affect the finished music?

