

Hightown Junior Infant and Nursery School – half term curriculum overview

In our **Literacy** lessons we will be learning to:

- Write for a purpose and audience and use the appropriate features e.g. diary writing, narratives, persuasive writing, reports, poetry.
- Edit my writing by changing grammar and vocabulary to improve consistency and flow.
- Maintain legibility in joined handwriting and know when not to join certain letters.
- Use a range of spelling strategies and spell some of the year 5/6 words.
- Improve our vocabulary.
- Cohesive devices
- Recap SPAG covered this year and last year
- Recap and check our non-negotiables e.g. was/were, capital letters
- Improve our Reading fluency, vocabulary and comprehension skills in whole class guided reading
- Look at the poetry of Ted Hughes and write in the same style.

The topics for **class 6** this term are:

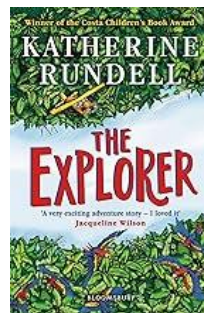
The Amazon.

What is life like in the Amazon?

The Mayan Civilisation

Why should we remember the Maya?

Our class reading books for this term are:



The Explorer by Katherine Rundell
The Bewitching of Aveline Jones by Phil Hickey

In our **Mathematics** lessons we will be learning to:

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Solve number problems and practical problems that involve all of the above.
- Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.
- Recall and use equivalences between simple fractions, decimals.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Recap our 4-operation knowledge and skills.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the

Hightown Junior Infant and Nursery School – half term curriculum overview

Read the book The Arrival and Can we Save the Tiger and use as a stimulus for our writing.	In our Science lessons we will be learning: Living things and their habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals. - Give reasons for classifying plants and animals based on specific characteristics. Working scientifically: - Use and develop keys and other information records to identify, classify and describe living things. - Identifying scientific evidence that has been used to support or refute ideas or arguments. - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. - Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time. Electricity - Use recognised symbols when representing a simple circuit in a diagram.	efficient written method of long multiplication - Divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - Solve problems involving addition, subtraction, multiplication and division. - Compare and order fractions, including fractions >1 - Add, subtract, divide and multiply fractions. - Identify common factors, common multiples and prime numbers - Use their knowledge of the order of operations to carry out calculations involving the four operations - Recognise that shapes with the same areas can have different perimeters and vice versa - KIRFs: A1 Recall times tables - A2 Identify common factors of a pair of numbers.
--	---	--

Hightown Junior Infant and Nursery School – half term curriculum overview

	• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Working scientifically: • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Using test results to make predictions to set up further comparative and fair tests.	
--	---	--

Hightown Junior Infant and Nursery School – half term curriculum overview

In our Geography lessons we will be learning: • To extend their knowledge and understanding beyond their local area to include South America. • To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • To locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. • To understand geographical similarities and differences through the study of human and physical geography of a region in South America. • To describe and understand key aspects of physical and human geography. • To use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.	In our Computing lessons we will be learning: Coding • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Spreadsheets • Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	In our Art lessons we will be learning: Drawing and Sketchbooks 2D drawing to 3D making • To explore artists who use their drawing skills to make objects, and share my responses to their work, thinking about their intention and outcome. • To use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. • To use line, mark making, tonal values, colour, shape and composition to make my work interesting. • To use negative space and the grid method to help me see and draw. • To transform my drawing into a three-dimensional object. • To share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. • To appreciate the work of my classmates. I can listen to their intentions and share my response to their work.
In our History lessons we will be learning: • To establish clear narratives within and across periods they study.	In our RE lessons we will be learning: Why does religion look different around the world?	In our Design Technology lessons, we will be learning:

Hightown Junior Infant and Nursery School – half term curriculum overview

• To regularly address historically valid questions about similarity and difference and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To understand how our knowledge of the past is constructed from a range of sources. • To note connections, contrasts and trends over time. • To develop the appropriate use of historical terms. • To address and devise historically valid questions about change, cause and significance.	• Identify key similarities and differences between Jewish, Muslim and Christian beliefs about Abraham. • Compare the ways some Jewish people observe Shabbat. • Make links between a traditional Jewish meal and a denomination. • Describe how a kippah can reflect someone's beliefs or identity within the Jewish community. • Identify reasons why someone might wear a hair covering. • Explaining how some Christian teachings link to beliefs and practices in different communities. Why does religion look different around the world? • Recognise some ways Hindu worship is influenced by geography, history and culture. • List how some people in the Hindu community practise their religion in the UK. • Suggest similarities and differences between how people practise their religion in the UK and India. • Understand that being part of a religion does not always mean a person is a theist.	Structures: Mechanical systems: Automata toys • Mark, saw and cut out the components and supports of their toy with varying degrees of accuracy to the intended measurements. • Follow health and safety rules, taking care with the equipment. • Attempt a partial assembly of their toys using an exploded diagram following a teacher's demonstration. • Develop a design idea with some descriptive notes. • Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. • Create neat, decorated follower toppers with some accuracy. • Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. • Decorate and finish the automata to meet the design criteria and brief. • Evaluate their finished product, making descriptive and reflective points on function and form.
---	--	--

Hightown Junior Infant and Nursery School – half term curriculum overview

	• Consider how a person may identify as a Sikh. • List ways some Sikhs feel part of the community. • Consider the symbolism of light in different worldview stories. • List some similarities and differences between the way Buddhist monks and lay people spend their day. • Describe different ways a Buddhist can practice to fulfil a discipline. • Who celebrates Christmas?	
In our PE lessons we will be learning: • Gym sequences • Step to the beat • Invaders • Mighty movers (Boxercise)	In our MFL lessons we will be learning: • Spanish	In our Music lessons we will be learning: • Singing • Journeys Musical focus: • Performing, singing • Elements focus: • Structure, duration, dynamics, pitch, texture