



## Droxford Junior School Curriculum (two year cycle)



### Long term overview – Autumn term

A – odd year i.e 2023/2024 & B – even year i.e 2024 / 2025

Autumn	Years 3 & 4		Years 5 & 6	
	Cycle A	Cycle B	Cycle A	Cycle B
PDL	<p><b>Relationships</b></p> <p><b>Families and friendships -</b> What makes a family; Positive friendships, including online</p> <p><b>Safe relationships -</b> Personal boundaries; the impact of hurtful behaviour; managing risks online</p> <p><b>Respecting ourselves and others -</b> Recognising respectful behaviour; the importance of self-respect</p>	<p><b>Relationships</b></p> <p><b>Families and friendships -</b> Positive relationships; teamwork</p> <p><b>Safe relationships -</b> Safe online behaviour; responses to bullying; Pressure and dares</p> <p><b>Respecting ourselves and others -</b> Recognising and respecting differences</p>	<p><b>Relationships</b></p> <p><b>Families and friendships -</b> Managing friendships and peer influence</p> <p><b>Safe relationships -</b> Feeling safe and comfortable</p> <p><b>Respecting ourselves and others -</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p><b>Relationships</b></p> <p><b>Families and friendships -</b> Loving relationships; civil partnership and marriage</p> <p><b>Safe relationships -</b> Recognising and managing pressure; personal safety, including healthy online relationships</p> <p><b>Respecting ourselves and others -</b> Expressing opinions and respecting others</p>
English	<p><b>Arthur and the Golden Rope-</b> transition unit</p> <p><b>‘In the Garden’-</b> ‘Lob’ but also ‘Window’, ‘The Secret Garden’ extracts and some non fiction texts.</p>	<p><b>‘Transition Text’</b> <i>Scaredy Squirrel</i></p> <p><b>‘Portal Stories’</b></p> <p><i>Numerous Texts Including: ‘Leon and the Place</i></p>	<p><b>‘Fitting In’-</b> <i>There’s a Boy in the Girls’ Bathroom</i> by Louis Sachar</p> <p><b>‘There’s daggers in men’s smiles’-</b> <i>Macbeth</i> by William Shakespeare</p>	<p><b>‘A Double Life’</b> <i>Stormbreaker</i> by Anthony Horowitz</p> <p><b>‘A Long Way from Home...’</b> Numerous Texts</p>

	<p><b>'Marcy and the Riddle of the Sphinx'</b> by Joe Todd-Stanton.</p> <p><b>'Shakespeare- what a man!- A Midsummer Night's Dream</b> by William Shakespeare.</p>	<p><i>Between', 'Journey', 'The Tunnel', 'The Door Poem' and 'Lion, Witch and the Wardrobe.'</i></p> <p><b>'Stone Age'</b></p> <p><i>Numerous Texts Including: 'How to wash a woolley mammoth', 'Stone Age Boy'</i></p> <p><b>'Oliver Twist'</b> by Charles Dickens</p>	<p><b>Hampshire Illustrated Book Awards</b> (Year 5 Only)</p> <p><b>'How does it work?'</b>- <i>Until I met Dudley</i> by Roger McGough</p>	<p>Including: <i>'Coming to England'</i> and <i>'The Arrival'</i></p>
<p>Maths</p>	<p><b>Place Value</b>- reading, ordering, comparing, representing numbers with 3 digits. Finding 10 or 100 more or less. Counting in steps of 50. (Year 4- 4 digit numbers, negative numbers and rounding.)</p> <p><b>Addition and Subtraction</b>- Add and subtract 3 digit numbers mentally (Year 4- four digits)</p> <p><b>Multiplication and Division</b>- Multiplication and division facts.</p> <p><b>Fractions 1</b>- recognise fractions, count in fractions, equivalent fractions, add and subtract fractions. (Year 4- calculate quantities of fractions)</p>	<p><b>Place Value</b>- reading, ordering, comparing, representing numbers up to 1,000,000. (Year 6- 10,000,000.) Rounding to two decimal places, multiply and divide numbers by 10, 100, 1000.</p> <p><b>Four operations</b>- Use mental and written strategies for four operations (Year 6- including decimals), multiples and factors (Year 6 Prime numbers), square and cubed numbers.</p> <p><b>Fractions</b>-- compare, order, multiply and add fractions (Year 6- different denominators and improper fractions, decimal fractions.)</p> <p><b>Percentages</b>- fraction, decimal and fraction equivalents (Year 6-calculation of percentages)</p>		

<p>Science</p>	<p><b>Plants 2</b></p> <p>Pollination and germination</p> <p>Seed dispersal</p> <p><b>Rocks and Soils</b></p> <p>What the Earth is made from</p> <p>Different types of rock (igneous, sedimentary, metamorphic)</p> <p>Soil and fossils</p>	<p><b>Animals including Humans</b></p> <p>Role of the skeleton, muscles and teeth</p> <p>Digestive system</p>	<p><b>Electricity</b></p> <p>Creating circuit diagrams</p> <p>Series and parallel circuits</p> <p><b>Light</b></p> <p>How light travels</p> <p>How it is refracted and reflected</p>	<p><b>Evolution and Inheritance</b></p> <p>How living things have changed over time</p> <p>Understanding that living things produce offspring</p>
<p>Computing</p>	<p><b>Introduction to computing</b></p> <ul style="list-style-type: none"> <li>- E-safety</li> <li>- Word- processing skills</li> <li>- Touch typing</li> </ul> <p><b>We are Programmers</b></p> <p>Programming an animation</p>	<p><b>Introduction to computing</b></p> <ul style="list-style-type: none"> <li>- E-safety</li> <li>- Word- processing skills</li> </ul> <p>Touch typing</p> <p><b>We are Bug Fixers</b></p> <p>Finding and correcting bugs</p>	<p><b>Introduction to computing</b></p> <ul style="list-style-type: none"> <li>- E-safety</li> <li>- Word- processing skills</li> </ul> <p>Touch typing</p> <p><b>We are Advertisers</b></p> <p>Creating a short television advert</p>	<p><b>Introduction to computing</b></p> <ul style="list-style-type: none"> <li>- E-safety</li> <li>- Word- processing skills</li> </ul> <p>Touch typing</p> <p><b>We are Cryptographers</b></p> <p>Cracking codes</p> <p><b>We are Artists</b></p> <p>Fusing geometry and art</p>

<b>Geography</b>	N/A No Geography unit taught	N/A No Geography unit taught	<b>Our Precious Planet</b> <i>Why is the SDNP so special?</i> <i>How can we live in a world without Crude Oil?</i>	<b>Caribbean Connections</b> <i>Why is there a need for Fair Trade?</i>
History	Ancient Egyptians – Earliest Civilizations (inc. overview of all early civilizations)  How did some groups of people become the earliest civilisations and why?	<b>Ice to Iron – The Stone age to the Iron Age</b>  Were Stone Age people just hunter gatherers?	N/A Geography taught	N/A Geography taught
Art	<b>Egyptian Masks</b> <i>Mod-Roc Sculptures</i>	<b>Self-Portraits</b> <i>Proportions and Sketching Techniques</i>	<b>Andy Goldsworthy</b> <i>Curation and Sculpting using Natural Materials</i>	<b>Pen and Ink</b> <i>Analysing and Creating Street Art using Ink</i>
DT	<b>Latkes</b> <b>Cooking and Nutrition</b>  Children will develop their understand of Jewish cuisine linking to the RE topic of Ritual: Hanukah.	<b>Bread</b> <b>Cooking and Nutrition</b>  Children will research the importance of bread in Ice to Iron and then plan, prepare and make their own bread.	<b>Brompton Bicycle</b> <b>Construction, Electricals</b>  Children will research suitable and sustainable materials to make their bike from, design hi-vis clothing and bicycle tyres before filming their own advert.	<b>Caribbean Food</b> <b>Cooking and Nutrition</b>  Children will research, design and make a healthy, savoury Caribbean dish of their design, following a given criteria.
RE	The concept of Ritual taught through Sukkot  The concept of Symbol taught through Hanukkah and Advent	The concept of ritual taught through Food.  The concept of Holy Taught through Mary, Mother of God	The concept of God  The concept of Sacred	The concept of Stewardship  The concept of Wisdom

PE	<p><b>Multi-skills - Fundamentals</b></p> <p>Fundamentals of movement - agility, balance and coordination</p> <p>Fundamental movement skills - locomotions, send and receive</p> <p><b>Invasion Games - Tag Rugby &amp; Handball</b></p> <p>Fundamentals of movement - agility, balance and coordination</p> <p>Fundamental movement skills - object control, throw, catch, run</p> <p>Fundamental sport skills - Start to understand basic principles of attack and defence.</p> <p>Small sided games (1v1/2v2/3v3)</p> <p><b>OAA - Problem Solving</b></p> <p>Teamwork</p> <p>Decision making and finding solutions</p>		<p><b>Games - Dodgeball</b></p> <p>Fundamentals of movement - agility, balance and coordination</p> <p>Fundamental movement skills - send, receive</p> <p><b>Invasion Games - Tag Rugby &amp; Basketball</b></p> <p>Fundamental movement skills - send, receive, object control</p> <p>Fundamental sport skills - decision making</p> <p>Fundamental sport skills - Understand and use attacking and defending principles.</p> <p>Small sided games (4v4/5v5)</p> <p><b>Outdoor Adventurous Activities - Orienteering</b></p> <p>Map reading</p> <p>Fundamental movement skills - Travel</p>	
French	All About Me (Moi)	Portraits	Healthy Eating (Bonne appetite, bonne sant é)  Setting up a café (Monter un café)	Holidays (Scene de plage)  Our sporting lives (Vive le sport!)

<p>Music</p>	<p><b>Listen 2 me (violin) –</b> Duration: Understand 2,3 and 4 metre</p> <p>Timbre: Identify a range of string instruments</p> <p><b>Egyptian Music –</b> Pitch: Learn about different scale patterns and how they influence melodic shape through a range of musical activities</p> <p>Tempo: Learn to manipulate tempo for effect through a range of musical activities</p>	<p><b>Listen 2 me (ukulele) –</b> Duration: Understand 2,3 and 4 metre</p> <p>Texture: identify the difference between solo, unison, chord, note, drone</p> <p><b>Pentatonic scales –</b> Texture: Identify the use and purpose of different layers in music heard, created and performed.</p> <p>Timbre: Identify a range of non-percussion instruments by name (synthesiser); distinguish between different ways of playing percussion instruments.</p>	<p><b>Listen 2 Me (Brass) -</b> To identify a range of a brass instruments</p> <p>To understand with increasing range of musical notation and demonstrate increased oral memory</p> <p><b>Orchestral Music –</b></p> <ul style="list-style-type: none"> <li>● Timbre</li> <li>● Structure</li> <li>● Dynamics</li> <li>● Tempo</li> <li>● Pitch</li> <li>● Texture</li> <li>● Duration</li> </ul>	<p><b>Listen 2 me (samba) –</b></p> <ul style="list-style-type: none"> <li>● To identify a range of a drum and percussion instruments</li> <li>● To understand with increasing range of musical notation and demonstrate increased oral memory</li> </ul> <p><b>Showing movement through sound and samba</b></p> <ul style="list-style-type: none"> <li>● Timbre</li> <li>● Structure</li> <li>● Dynamics</li> <li>● Tempo</li> <li>● Pitch</li> <li>● Texture</li> <li>● Duration</li> </ul>
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Eureka curriculum varies from term to term and Cycle to Cycle.

Global Connections: Week long, whole school focus on a topic that has a 'spiritual' element which weaves in Geography, in the main, but weaves in many other aspects of the curriculum. Summarised in Eureka books, Geography books and PDL journals.

Residential: Year 6 – Calshot (Cycle A&B)

Trips: Year 3/4 – History (Butser Ancient Farm – cycle B)

Year 5/6 – Art (Roche Court Sculpture Park – cycle A); Geography (Old Winchester Hill – Field Trip 14km walk)