



Droxford Junior School Curriculum (two-year cycle)



Long term overview – Spring term

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

Spring	Years 3 & 4		Years 5 & 6	
	Cycle A	Cycle B	Cycle A	Cycle B
PDL	<p>Living in the Wider World</p> <p>Belonging to a community - The value of rules and laws</p> <p>Media literacy and Digital resilience - How the internet is used; assessing information online</p> <p>Money and Work - Different jobs and skills; setting personal goals</p>	<p>Living in the Wider World</p> <p>Belonging to a community - Human rights; shared responsibilities</p> <p>Media literacy and Digital resilience – Advertising, persuasion and thinking critically</p> <p>Money and Work - Transferable skills; payment methods, buying choices and effects</p>	<p>Living in the Wider World</p> <p>Belonging to a community - Protecting the environment; compassion</p> <p>Media literacy and Digital resilience - How information online is targeted; different media types, their role and impact</p> <p>Money and Work -Identifying job interests and aspirations; workplace stereotypes</p>	<p>Living in the Wider World</p> <p>Belonging to a community - Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and Digital resilience - Evaluating media sources; sharing information online</p> <p>Money and Work - Influences and attitudes to money; financial risks</p>

English	<p>'The Lost Gardens' A creative writing unit in conjunction with University of Winchester</p> <p>'Exploration' Shackleton's Journey</p> <p>'Which would you choose?' Non-Fiction Book Awards</p> <p>'Performance Poetry' A collection of poetry by Joseph Coelho</p>	<p>'Dragons' <i>Dragonology, How to Train Your Dragon, The boy who grew dragons.</i></p> <p>'Piranhas' <i>The Boy Who Swam with Piranhas</i></p>	<p>'Can the right choice be the wrong choice?' <i>An Eagle in the Snow</i> by Micheal Morpurgo</p> <p>'Floodlands' by Marcus Sedgwick</p>	<p>'Hidden in Words' <i>'The Hound of the Baskervilles' and 'The Giant's Necklace'</i></p> <p>'Fate and Free Will' <i>Holes!</i> by Louis Sachar</p>
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Maths	<p>Multiplication & Division</p> <p>Solve problems (including missing numbers) and multiply and Divide 2 & 3 digit numbers by a one digit number.</p> <p>Measurement</p> <p>Measure, compare, add & subtract different units of length.</p> <p>Understand area and perimeter</p> <p>Fractions</p> <p>Compare and order fractions with the same denominators. Find decimal equivalents for 10ths and 100ths (year 4)</p> <p>Money</p> <p>Add and subtract different amounts of money and calculate change. Solve simple money problems (yr4)</p> <p>Addition and Subtraction</p> <p>Use formal written methods to solve problems.</p>	<p>Measurement</p> <p>Convert between units of measure, including metric and imperial and decimals. Understand volume, perimeter and area (in non rectangular shapes) including triangles and paralellograms (Yr 6) and parts of a circle (yr6)</p> <p>Geometry</p> <p>Compare and classify geometric shapes. Understand and measure angles (including finding missing angles Yr6) Understand and use reflection, translation and plotting and reading coordinates (Yr 6 4 quadrants)</p> <p>Algebra and Ratio</p> <p>Solve problems, including missing numbers using the equals sign. Yr 6: Express missing numbers algebraically, enumerate possible of of combinations of two variables. Understand scale factors, solve ratio problems.</p>
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<p>Science</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Electricity</p> <p>Construct a simple series circuit</p> <p>Recognise some common conductors and insulators</p> <p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice light is reflected from surfaces</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p>Animals including Humans</p> <p>Identify and name the main parts of the human circulatory system</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals including humans</p> <p>Sound</p> <p>Identify how sounds are made</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Properties and changes of materials</p> <p>Compare and group together everyday materials on the basis of their properties</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</p> <p>Know that some materials will dissolve in liquid to form a solution</p>
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Computing	Recap of key skills <ul style="list-style-type: none"> - E-safety - Word- processing skills - Touch typing We are Vloggers Making a short presentation	Recap of key skills <ul style="list-style-type: none"> - E-safety - Word- processing skills - Touch typing We are Presenters Videoing a performance	Recap of key skills <ul style="list-style-type: none"> - E-safety - Word- processing skills - Touch typing We are Computational Thinkers Creating effective code	Recap of key skills <ul style="list-style-type: none"> - E-safety - Word- processing skills - Touch typing We are adventure gamers Making a text based game.
Geography	Pole to Pole <i>How are different biomes affected by climate change? What is the impact of Palm Oil plantations?</i>	Contrasting Localities <i>How is the land used in Droxford and Southampton?</i>	N/A No Geography unit taught	N/A No Geography unit taught
History	N/A Geography Taught	Year 3 (during y4 residential) Mayans Non-Euro contrast with Britain What was the Mayan's biggest contribution?	Ancient Greece Why are many features of Ancient Greece still thought of as important today?	Spring 1 Anglo Saxons and Scots Saxon and Scots settlement What happened to Britain after the Romans left? Spring 2 Anglo Saxons & Vikings Battle for England Do Vikings deserve their bad reputation?
Art	Pole to Paper <i>Using Paint to Create Landscapes</i>	Constable and Lowry <i>'Street Strips'- Architectural Drawing through Sketching</i>	Greek Pottery <i>Using Clay to make 3D Pots</i>	A Sense of Place <i>Landscapes using a range of Media</i>
DT	Teddies Textiles Children will explore different varieties of teddies from	Avalanche Alarms Construction, Electricals	Greek Food Cooking and Nutrition Children will research, design and make a healthy ancient Greek dish, following a given criteria.	Money Pockets Textiles Children will design and make their own Tudor money pockets. These

	around the world and then plan and make their own using sewing skills.	Children will research avalanche warning signs and the electrical process of LED lights. Children will then design, prepare and make their avalanche alarms by sawing wood, gluing together and adding LED lights.		will be embroidered and embellished with Tudor designs.
RE	The concept of Worship The Concept of Light	The concept of remembering The concept of Belief	The concept of Prophecy The concept of Umma and Community	The concept of Interpretation The concept of justice
PE	<p>Invasion Games - Hockey & Netball Fundamentals of movement - agility, balance and coordination Fundamental movement skills - object control, dribble, strike, throw, catch Fundamental sport skills - basic principles of attack and defence. Apply FMS in small sided games (1v1/2v2/3v3)</p> <p>Creative - Gymnastics Balance, travel and roll Fundamentals of movement - balance, coordination Fundamental movements skills - travel, roll Develop control and fluidity of movements Use of low level apparatus</p> <p>Creative - Dance Fundamentals of movement - agility, balance and coordination Fundamental movement skills - travel Develop rhythm and movement to set stimuli Be able to repeat different movement patterns</p>		<p>Invasion Games - Hockey & Netball Fundamental movement skills - send, receive, object control Fundamental sport skills - decision making Fundamental sport skills - Understand and use attacking and defending principles. Apply FSS in small sided games (4v4/5v5)</p> <p>Creative Gymnastics Travel and flight Fundamental movement skills - travel, jump, land Understand and use the concept of flight Use of high level apparatus</p> <p>Dance - Street Dance Fundamental movement skills - linking different movements Be able to copy create and develop longer movement patterns Creating group dances with different formations.</p>	
Music	<p>Listen 2 me (violin) – Duration: Understand 2,3 and 4 metre</p> <p>Timbre: Identify a range of string instruments</p>	<p>Listen 2 me (ukulele) – Duration: Understand 2,3 and 4 metre</p> <p>Texture: identify the difference between solo, unison, chord, note, drone</p>	<p>Listen 2 Me (Brass) - To identify a range of a brass instruments To understand with increasing range of musical notation and demonstrate increased oral memory</p>	<p>Listen 2 me (samba) –</p> <ul style="list-style-type: none"> To identify a range of a drum and percussion instruments

	<p>Music from around the world Rhythm: Identify rhythms in different pieces of music and understand rhythmic patterns and repeating rhythmic patterns.</p> <p>Pulse: Understand the importance of a strong beat in a piece of music.</p>	<p>Carnival of the animals Pitch: Learn about different scale patterns and develop understanding of melodic movement through a range of musical activities</p> <p>Tempo: Select and use varied tempi when improvising and composing to determine the overall effect and performance</p>	<p>Orchestral Music –</p> <ul style="list-style-type: none"> ● Timbre ● Structure ● Dynamics ● Tempo ● Pitch ● Texture ● Duration 	<ul style="list-style-type: none"> ● To understand with increasing range of musical notation and demonstrate increased oral memory <p>Showing movement through sound and samba</p> <ul style="list-style-type: none"> ● Timbre ● Structure ● Dynamics ● Tempo ● Pitch ● Texture ● Duration
French	Celebrations (On fait la fete)	Games and Songs (Jeux at chansons)	Seasons (Le retour de printemps) What's the weather like? (Quel temps fait-ill?) All aboutd (On y Va!)	Our School (Notre ecole) Then and Now (Hier et aujourd'hui)

Eureka curriculum varies from term to term and Cycle to Cycle.

Residential: Year 4 – Runways End (Cycle A&B)

Trips: Year 3/4 – Geography (Gilbert White Study Centre) - Cycle A; Geography / Art (Village study – visit to Southampton + Art gallery) - Cycle B

Year 5/6 –