



Droxford Junior School Curriculum (two-year cycle)



Long term overview – Summer term

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

Summer	Years 3 & 4		Years 5 & 6	
	Cycle A	Cycle B	Cycle A	Cycle B
PDL	<p>Health and wellbeing</p> <p>Physical health and Mental wellbeing - Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing – Personal identity and self-esteem</p> <p>Keeping safe - Risks and hazards; safety in the local environment and unfamiliar places</p>	<p>Health and wellbeing</p> <p>Physical health and Mental wellbeing – Exercise and lifestyle; resilience</p> <p>Growing and changing – Personal strengths and achievements; managing and reframing setbacks; Hygiene in early puberty</p> <p>Keeping safe - Risks and hazards: medicines, drugs, smoking and alcohol</p>	<p>Health and wellbeing</p> <p>Physical health and Mental wellbeing - Healthy sleep habits; medicines, drugs and alcohol</p> <p>Growing and changing – Personal identity; recognising individuality; mental wellbeing</p> <p>Keeping safe - Keeping safe in different situations; emergencies and first aid</p> <p><i>Y5 and 6 blocked lessons – RSE and transition to secondary school</i></p>	<p>Health and wellbeing</p> <p>Physical health and Mental wellbeing - What affects mental health and ways to take care of it; managing change</p> <p>Growing and changing – mental wellbeing; Physical and emotional changes in puberty</p> <p>Keeping safe - Keeping personal information safe; regulations and choices</p> <p><i>Y5 and 6 blocked lessons – RSE and transition to secondary school</i></p>

English	<p>'Dream Big'- <i>The Firework Maker's Daughter</i></p> <p>'The Suitcase'- <i>Harold Thompson/Carrie's War</i></p>	<p>'Varjak Paw' by SF Said</p> <p>'Anthony Browne' <i>Voices in the Park, Hansel and Gretel, Piggy Book</i></p> <p>'Harris Burdick'</p>	<p>'Pushing the Limits' Danny Macaskill's Cycling Adventure</p> <p>'Just because we can, should we?' <i>An experiment of a bird in an air pump, Frankenstein by Mary Shelley</i></p> <p>'The Unreal' Alma Video</p> <p>'Is it an adventure when you're alone?' <i>Kensuke's Kingdom</i></p>	<p>'Giant or Hoax?' <i>The Whale</i></p> <p>'Is it an adventure when you're alone?' <i>Kensuke's Kingdom</i></p>
Maths	<p>Statistics Interpret, compare and present data in different ways.</p> <p>Time Convert between different unit of time, read the time (including 24 hour clock Yr4) and solve problems about time.</p> <p>Geometry Compare and name angles. Recognise, draw and make 2D and 3D shapes. Understand symmetry, how to plot coordinates and translation (Year 4)</p> <p>Measurement Measure, compare, add and subtract: mass, volume/capacity.</p>		<p>The Year 5 curriculum runs at a slower pace to the Year 6 one depending on gaps and overlearning needed meaning the Spring curriculum runs into the summer.</p> <p>The rest of this term is used for consolidation and recapping of prior skills and knowledge.</p>	

Science	<p>States of matter/separating materials Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled</p> <p>Identify the part played by evaporation and condensation in the water cycle</p>	<p>Plants 1 Identify and describe the functions of different parts of flowering plant</p> <p>Explore the requirements of plant life and growth</p> <p>Investigate how water is transported in plants</p> <p>Forces and Magnets Notice that some forces need contact between two objects</p> <p>Observe how magnets attract or repel each other</p> <p>Compare and group together a variety of everyday materials Describe magnets as having two poles</p>	<p>Forces Identify the effects of air resistance, water resistance and friction</p> <p>The role of gravity</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night</p>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life processes of reproduction in some plants and animals</p>
Computing	<p>We are Musicians Producing digital music</p> <p>We are HTML Editors Editing and writing HTML</p>	<p>We are Software Developers Producing an educational game</p>	<p>We are Web-developers Creating a webpage about cyber security</p>	<p>We are Architects Creating a virtual space</p>

Geography	N/A No Geography Unit taught	N/A No Geography Unit taught	N/A No Geography Unit taught	Rivers: From Source to Sea <i>Where does our water come from?</i>
History	WW2 The impact on Local Children and D Day How did Droxford contribute to the end of the Second World War?	The Roman Empire and its impact on Britain What made the Roman's so successful in invading Britain?	Maritime Memories – How has life at sea changed through the ages?	
Art	Art Deco (to be changed)	Roman Coins <i>Slabbing and Mark Making with Clay</i>	Portraits <i>Embedding Proportions and Sketching Techniques</i>	Willow Creatures <i>Sculpting Using Willow</i>
DT	Blitz Boxes Construction, Electricals Children will design their own blitz boxes, using Art skills to create the backdrop, make the frame by sawing and gluing wood and then create a circuit to add the light inside.	Roman Chariots Construction, Mechanics Children will research, plan and make their own Roman Chariots by sawing wood, using glue and using mechanics to create movement.	Sustainable Droxford Construction Children will research, design and make a prototype of a sustainable town. They will compare this to how it would look in American National Parks.	Suspension Bridges Construction, Mechanics Children will research the work of Norman Foster before researching, designing and creating their own operational suspension bridges.
RE	The concept of stories with messages The concept of symbol	The concept of authority The concept of temptation	The concept of resurrection The concept of rites of passage	The concept of sacrifice The concept of Law
PE	Striking and Fielding - Cricket/ Rounders Fundamental movement skills - throw, catch, hit Apply FMS in small sided games Basic principles of striking and fielding Net Games - Tennis Fundamental movement skills - throw, catch, hit, object control Send and receive Apply FMS in game situations Athletics Run, throw and jump		Striking and Fielding - Cricket/ Rounders Fundamental movement skills - strike, bowl, receive and retrieve Fundamental sport skills - bat, field, scoring runs Apply FSS in small sided games Net Games - Tennis Fundamental movements skills - hit, object control, strike Fundamental sport skills - shot, send and receive, scoring Apply FSS in games Athletics Run, throw and jump	

	Fundamentals of movement - balance, agility and coordination Fundamental movement skills - run, jump, throw Be able to run over different distances Be able to jump for height and distance Be able to throw for distance		Fundamental movement skills - run, throw, catch Fundamental sport skills - sprint, run, jump, overarm throw Apply FSS in different events	
French	Animals (Animaux)	Growing things (Ca Pousse!)	Our World (Notre monde) What's in the news? (Quoi de neuf?)	N/A No French Unit taught
Music	Listen 2 me (violin) – Duration: Understand 2,3 and 4 metre Timbre: Identify a range of string instruments The Blitz Dynamics: Understand and identify getting louder and quieter Texture: Recognise the density of different textures	Listen 2 me (ukulele) – Duration: Understand 2,3 and 4 metre Texture: identify the difference between solo, unison, chord, note, drone The Romans Duration: Consolidate understanding of how rhythmic patterns fit to the steady beat Dynamics: Understand and identify getting louder and quieter Structure: Develop understanding of the use of ostinato	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 Orchestral Music – <ul style="list-style-type: none"> ● Timbre ● Structure ● Dynamics ● Tempo ● Pitch ● Texture ● Duration 	Listen 2 me (samba) – <ul style="list-style-type: none"> ● To identify a range of a drum and percussion instruments ● To understand with increasing range of musical notation and demonstrate increased oral memory Showing movement through sound and samba <ul style="list-style-type: none"> ● Timbre ● Structure ● Dynamics ● Tempo ● Pitch ● Texture ● Duration

Residentials: Year 3 – Camping on site (Cycle A&B) Year 5 – Sailing (Cycle A&B)

Trips: Year 3/4 – History – (Watercress Line) – Cycle A: History – (D-Day museum) – Cycle A

Year 5/6 – History – (Dockyard – Mary Rose/HMS Warrior) – Cycle A: Geography – (River Meon field studies) – Cycle B