



## LOWER JUNIOR CURRICULUM GRID – CYCLE B (2018-2019)



SUBJECTS	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p style="text-align: center;"><b>RELIGIOUS EDUCATION</b></p> <p>At St Benet’s we believe that Religious Education is central to the educative mission of the Church. Religious Education is taught through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God’s initiative in Revelation and the response in faith. We follow the ‘Come and See’ Catholic Primary Religious Education programme.</p>	<p><b>HOMES:</b> The topic will explore how God is present in every home. This is expressed in the love that binds the family home together through good times and bad.</p> <p><b>PROMISES:</b> The children will learn that the promises made at baptism and confirmation are the call to a new way of life. During these celebrations people are welcomed and initiated into the family of God</p> <p><b>VISITORS:</b> This topic looks at the coming of God, in the person of Jesus over 2000 years ago. The joyful expectation which is advent helps us prepare for the coming of Jesus and to believe that in the future the same God will come again.</p> <p><b>JUDAISM:</b> places for worships/ the Synagogue.</p>	<p><b>JOURNEYS:</b> The children will learn about journeying with Christ and sharing his way of life. The topic teaches and celebrates all the key aspects in the life of Jesus.</p> <p><b>LISTENING &amp; SHARING:</b> The topic teaches that the Eucharistic celebration consists of two parts. The first part is the Liturgy of the Word and the second part is the Liturgy of the Eucharist. The children become more familiar with the parts of the mass.</p> <p><b>GIVING ALL:</b> The children will become more familiar with Lent and Holy week and remembering the total giving of Jesus. There will understand about giving, preparing their own Lenten promise and will be involved in a Lenten bag activity.</p> <p><b>ISLAM:</b> Holy books – The Qur’an</p>	<p><b>ENERGY:</b> We believe as Christians that the gift of the Holy Spirit gives us energy and the power to spread the word of the lord. The children will begin to recognise related signs and symbols to do with the topic of Pentecost.</p> <p><b>CHOICES:</b> The children will learn about the importance of making the right choices and how bad choices can affect oneself and others. This topic also teaches about the Sacrament of Reconciliation and the forgiveness of sin.</p> <p><b>SPECIAL PLACES:</b> The Christian community has so many special places. Places where people can gather and worship in prayer and holiness. The children will learn that everyone has their own special place where they feel comfortable to pray to God.</p>
<p style="text-align: center;"><b>SCIENCE</b></p> <p>During years 3 and 4, pupils will be taught to use practical scientific methods, processes and skills through the teaching of the programme of study content. Children will be able to ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>• Ask relevant questions.</p>	<p><b>TO UNDERSTAND MOVEMENT, FORCES &amp; MAGNETS:</b></p> <ul style="list-style-type: none"> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets can repel and attract each other and attract some materials but not others.</li> <li>• Compare and group together a</li> </ul>	<p><b>TO INVESTIGATE MATERIALS – STATES OF MATTER:</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled. Children will measure or observe the temperature at which this happens in degrees Celsius.</li> </ul>	<p><b>TO UNDERSTAND ELECTRICAL CIRCUITS:</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts. Including cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether a lamp will light in a</li> </ul>

<ul style="list-style-type: none"> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>	<p>variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles.</li> <li>• Predict whether magnets will repel or attract depending on which poles are facing.</li> </ul> <p><b><u>TO UNDERSTAND ANIMALS INCLUDING HUMANS:</u></b></p> <ul style="list-style-type: none"> <li>• Include that animals including humans need the right types of nutrition and they get this nutrition from what they eat,</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of different food chains, identifying, producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with the temperature.</li> </ul> <p><b><u>TO INVESTIGATE SOUND &amp; HEARING:</u></b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>	<p>simple series circuit.</p> <ul style="list-style-type: none"> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp will light in a simple circuit.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b><u>SCIENCE INVESTIGATION:</u></b></p> <ul style="list-style-type: none"> <li>• The children will look at a range of science investigations with opportunities to include data handling aspects of the Maths curriculum. The children will be expected to construct a variety of bars and charts and then answer questions related to the findings/data.</li> <li>• <b>Maths Link – Data Handling</b></li> <li>• Use a practical investigation, for example, the colours of cars driving past on Fulwell road.</li> </ul>
<p style="text-align: center;"><b>CREATIVE CURRICULUM (History/ Geography/ Art &amp; Design/ Design Technology/Music)</b></p> <p>Through themes, children will be taught subject</p>	<p><b><u>THE ROMAN EMPIRE:</u></b></p> <ul style="list-style-type: none"> <li>• The invaders of Britain timeline.</li> <li>• Who were the Romans?</li> <li>• The Roman Empire and the power of its army.</li> <li>• The successful invasion of Britain by Claudius and conquest including Hadrian’s Wall.</li> </ul>	<p><b><u>INVASION (Anglo-Saxons &amp; Scots):</u></b></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain and the fall of the Roman Empire.</li> <li>• Anglo Saxon invasions, settlements and kingdoms, place names and village life.</li> </ul>	<p><b><u>STONE AGE &amp; IRON AGE:</u></b></p> <p><b><u>Geography</u></b> <b><u>Human and Physical Geography.</u></b></p> <ul style="list-style-type: none"> <li>• Discuss and group key human and physical features, for example, city, town, beach and cliff.</li> <li>• Human geography – types of</li> </ul>

<p>specific key skills.</p> <p>Through the teaching of history, we aim to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring their curiosity to know more about the past.</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians. Music develops confidence creativity and a sense of achievement. A pupils progress they should develop a critical engagement with music</p>	<ul style="list-style-type: none"> <li>British Resistance, for example, Boudica.</li> <li>Romanisation of Britain. The impact of technology, culture and beliefs, including early Christianity.</li> <li>Maths link – Roman Numerals</li> </ul> <p><b><u>Geography:</u></b> Location Knowledge-</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.</li> </ul> <p><b><u>ART &amp; DESIGN / DESIGN TECHNOLOGY:</u></b></p> <ul style="list-style-type: none"> <li>Draw and annotate sketches to explain and elaborate ideas. Link to the Romans.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>Use shading to show light and shadow</li> <li>Use a range of painting techniques</li> <li>Design and create a Roman shield using the skills from above</li> </ul> <p><b><u>MUSIC:</u></b> <b>PURPLE MASH - 2Beat /Explore</b></p> <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>Enjoy and love singing through</li> </ul>	<p><b><u>GEOGRAPHY</u></b> The children will learn about.</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and the European countries surrounding the UK.</li> <li>St Benet's journey to Rome- his route, manner of travel. Use atlas and plot a possible journey through European countries.</li> <li>Discuss direction, using points of a compass, regarding the UK and its neighbouring European countries.</li> <li>Maths link –position and direction and coordinates.</li> </ul> <p><b><u>ART &amp; DESIGN / DESIGN TECHNOLOGY:</u></b></p> <ul style="list-style-type: none"> <li>Anglo Saxon art and culture</li> <li>The art of painting.</li> <li>Children to mix colours to create new colours</li> <li>Use a range of techniques and brushes.</li> <li>The children to learn about great artists in history.</li> <li>Over time the children will be expected to plan ,sketch and then paint using learnt skills,</li> </ul> <p><b><u>MUSIC:</u></b></p> <ul style="list-style-type: none"> <li>Easter Performance.</li> <li>Sing from memory with accurate pitch.</li> <li>Sing in tune</li> <li>Maintain a simple part within a group.</li> <li>Pronounce words within a song clearly.</li> <li>Show control of voice</li> </ul>	<p>settlement and land use.</p> <ul style="list-style-type: none"> <li>Discuss the distribution of natural resources including, food, energy, minerals and water.</li> </ul> <p><b><u>ART &amp; DESIGN / DESIGN TECHNOLOGY:</u></b></p> <ul style="list-style-type: none"> <li>Use research and design and plan a Viking long boat.</li> <li>Generate, develop, model and communicate their ideas through discussion..</li> <li>Use clay and other mouldable materials . teach key skills for using clay, for example , scoring , sketching, shaping, joining and cutting.</li> <li>Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>Evaluate their ideas and products with the original design and consider the views of others.</li> </ul> <p><b><u>MUSIC:</u></b></p> <ul style="list-style-type: none"> <li><b><u>Purple Mash – 2sequence</u></b></li> <li>Compose and perform melodic songs</li> <li>Use sound to create abstract effects.</li> <li>Create repeated patterns with a range of instruments.</li> <li>Give opportunities for children to sing in a round including the use of instruments.</li> </ul>
---	---	--	---

<p>allowing them to compose their own simple melodies.</p>	<p>Christmas songs and carols.</p>	<ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others</li> </ul>	
<p style="text-align: center;"><b>COMPUTING</b></p> <p>The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>	<p><b>ICT - Word processing skills using the word and publisher documents.</b></p> <ul style="list-style-type: none"> <li>• Children to be able to type with increased speed and accuracy.</li> <li>• Children to learn how to use all tabs at the top of the documents.</li> <li>• Children to be able to copy and save documents into a personal file.</li> <li>• Children to be able to work with word and publisher and discuss preferences.</li> <li>• Understand that comments made online that are hurtful or offensive are the same as bullying.</li> <li>• Understand how online services work</li> </ul>	<p><b>MODELLING EFFECTS ON SCREEN:</b></p> <p>-control a screen turtle and compare the operation of the screen turtle with a floor turtle</p> <p>-write a procedure that 'teaches' the computer a new word and write short sequences to produce particular shapes on screen</p>	<p><b>MULTIMEDIA PRESENTATION –POWERPOINT:</b></p> <p>-create a multimedia presentation using text, images, and sounds – link to geography project</p>
<p style="text-align: center;"><b>LANGUAGES – FRENCH</b></p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to</p>	<p><b>YEAR 3:</b>  Greetings and name  Name  Greetings  Family  Numbers 1-12  Age  <b>YEAR 4:</b>  Transport  On my way to school  Where is French spoken?  On our travels  On our travels – Je vais  Weather  Weather and days  Numbers to 39</p>	<p><b>YEAR 3:</b>  Farmers in his den  Numbers 11-20  Playground games  Look at me  Happy birthday  Come to my party  <b>YEAR 4:</b>  Dates  l'écharpe la plus longue  Pocket money toys  Likes and dislikes  Numbers 20-39  Toy advert</p>	<p><b>YEAR 3:</b>  Party games  Body parts  Colours  Body and colours  Monsters  My monster  <b>YEAR 4:</b>  Sports  Sports and days  Sporting diary  Healthy eating  Phonemes  Sounds  Habitats  descriptions</p>

study and work in other countries.			
<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p><b><u>SWIMMING GROUP 3</u></b></p> <ul style="list-style-type: none"> <li>• Pace themselves in floating and swimming activities related to speed and distance.</li> <li>• Swim unaided for a sustained period of time over a distance of a least 25m.</li> <li>• Use recognised arm and leg actions, lying on their front and back'</li> <li>• Use recognised strokes and personal survival skills</li> </ul> <p><b><u>BASIC SKILLS GROUPS 2 AND 3</u></b></p> <ul style="list-style-type: none"> <li>• Pupils should develop fundamental movement skills; they should be given plenty of opportunities to extend their agility, balance and coordination individually and with others.</li> </ul> <p><b><u>DANCE</u></b></p> <ul style="list-style-type: none"> <li>• The children will learn to perform dances using a range of movement patterns. These patterns will include those from different times and cultures</li> </ul> <p><b><u>INVASION GAMES</u></b></p> <ul style="list-style-type: none"> <li>• Play and make up small sided and modified competitive net, striking, fielding, invasion games.</li> <li>• Use skills and tactics suitable for attacking and defending.</li> </ul> <p><b>Festival at St Anthony's</b></p>	<p><b><u>SWIMMING GROUP 2</u></b></p> <ul style="list-style-type: none"> <li>• Pace themselves in floating and swimming activities related to speed and distance.</li> <li>• Swim unaided for a sustained period of time over a distance of a least 25m.</li> <li>• Use recognised arm and leg actions, lying on their front and back'</li> <li>• Use recognised strokes and personal survival skills</li> </ul> <p><b><u>SKIPPING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn the basic coordination and rhythm within skipping. They can apply these skills to group games and races.</li> </ul> <p><b><u>NET AND BALL SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• The children will take part in competitive games and receive coaching from trained tennis coaches. During this half term the children will learn basic tennis skills and will become more aware of the importance of eye to hand coordination</li> </ul> <p><b>Tennis Festival at St Anthony's</b></p> <p><b><u>GYMNASTICS ACTIVITIES</u></b></p> <ul style="list-style-type: none"> <li>• Create and perform fluent sequences on the floor and using apparatus.</li> <li>• Include variations in level, speed and direction in their sequences.</li> </ul>	<p><b><u>SWIMMING GROUP 1</u></b></p> <ul style="list-style-type: none"> <li>• Pace themselves in floating and swimming activities related to speed and distance.</li> <li>• Swim unaided for a sustained period of time over a distance of a least 25m.</li> <li>• Use recognised arm and leg actions, lying on their front and back'</li> <li>• Use recognised strokes and personal survival skills.</li> </ul> <p><b><u>ATHLETIC ACTIVITIES</u></b></p> <ul style="list-style-type: none"> <li>• Take part and design challenges that call for speed, power and stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</li> </ul> <p><b><u>Striking and fielding games</u></b></p> <p><b><u>KWIK CRICKET</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of skills with increasing control.</li> <li>• Strike a ball with intent and throw it more accurately. When bowling and/or fielding.</li> <li>• Intercept and stop the ball with consistency, and sometimes catch the ball and return the ball quickly and accurately</li> </ul>
<p style="text-align: center;"><b>PSHCE (SEAL)</b></p>	<p><b>NEW BEGINNINGS:</b> This theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair</p>	<p><b>SAY NO TO BULLYING:</b> This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying</p>	<p><b>RELATIONSHIPS:</b> This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The</p>

<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.</p>	<p>learning environment for all.</p> <p><b>GETTING ON &amp; FALLING OUT:</b> This theme focuses on cooperation and valuing diversity. It focuses on four key content areas, developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>	<p>– what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p><b>GOING FOR GOALS:</b> This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>	<p>theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p><b>CHANGES:</b> This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.</p>
<p style="text-align: center;"><b>OTHER</b></p>	<ul style="list-style-type: none"> <li>-Sport's Day</li> <li>-Trip to Arbeia - The Roman fort in South Shields</li> <li>-Hockey Festival at St Anthony's</li> <li>-Language Week</li> <li>-Book Fair</li> <li>-Y4 RESIDENTIAL TRIP TO HOLY ISLAND (linked to Holy Communion)</li> <li>-Parents' afternoon &amp; evenings</li> </ul>	<ul style="list-style-type: none"> <li>-Y3/4 Easter Performance</li> <li>-Y4 First Holy Communion Preparations</li> <li>Sacrament of reconciliation</li> <li>-Trip to Bede's World- Jarrow Hall</li> <li>-Tennis festival. Sunderland Wellness Centre</li> <li>-Visit to the Park – Easter Egg Hunt</li> <li>-Skipping Festival at St Anthony's</li> <li>-Parents' afternoon &amp; evenings</li> </ul>	<ul style="list-style-type: none"> <li>-Year 3 – Washington Wildlife</li> <li>-Year 4 - Sea-less Plastic Project</li> <li>-Beach trip</li> </ul>
<p>As always our curriculum grids are a dynamic document and plans can be adapted throughout the course of the term. If you need further clarification, contact your child's class teacher or ask any questions at Parents' Evening.</p>			