

Whole School Summer 2 (4 year plan)

Southbourne Junior School

| | What does it mean to belong? 2021 | What does it mean to be British? 2022 | How can we be guardians of our part of the planet? 2023 | What can we learn from Survivors and Explorers? 2024 |
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| History | <p>What does the census tell us?</p> <p>Y3 - Significant individuals in the past: Florence Nightingale, Mary Seacole, Alan Turing</p> <p>Y4 - Significant local figure: Ruth Arnold</p> <p>Y5 - Changes in our local area</p> <p>Y6 - How Southbourne has changed over time - focus on equality and representation</p> | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>2022 - The Queen's Platinum Jubilee</p> <p>Y3 - How has Britain changed during Queen Elizabeth's reign?</p> <p>Y4 - Why is the Platinum Jubilee a unique event?</p> <p>Y5 - What makes a great monarch?</p> <p>Y6 - How is the Queen perceived around the world?</p> | | |
| Geography | <p>Where do I belong?</p> <p>Me, my family, my community, my country, my world</p> <p>Fieldwork; locational knowledge; human geography</p> <p>Y3 - Fieldwork - knowing my local area</p> <p>Y4 - Computer mapping - our country</p> <p>Y5 - Computer mapping - our continent</p> <p>Y6 - human geography: planning for the future</p> | <p>How does Britain impact other parts of the World?</p> <p>The British Kingdom, the British Empire and the Commonwealth</p> <p>Fieldwork; locational knowledge; place knowledge; human and physical geography</p> <p>Y3 - What was Southbourne like in 1952? Compare maps of our local area over time.</p> <p>Y4 - How has the world changed since 1952?</p> <p>Y5 - Which countries share our flag? The British Kingdom, the British Empire and the Commonwealth</p> <p>Y6 - How does Britain impact other parts of the World? The British Kingdom, the British Empire and the Commonwealth</p> | <p>Looking after our part of the planet: what can I do?</p> <p>Sustainability and climate change.</p> <p>Fieldwork; locational knowledge; place knowledge; human geography</p> <p>Y3 - How is our world changing? - link to habitats changing</p> <p>Y4 - What is pollution? - impact on habitats</p> <p>Y5 - Why are wetlands so special? - adaptation of wetlands</p> <p>Y6 - What is biodiversity? - impact of climate change</p> | <p>Hostile environment or wondrous landscape?</p> <p>Oceans and deserts.</p> <p>Fieldwork; locational knowledge; place knowledge; human geography</p> <p>Y3 and Y4 - Are all seas the same?</p> <p>Y5 and Y6 - Can anything live in a desert?</p> |

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| Science | <p>Y3 What effect do nutrients have on the plant?</p> <p>Y4 How can plants grow on Mars?</p> <p>Y5 STEM careers - What jobs would we like?</p> <p>Y6 How do we know about living things that have lived in the past?</p> | <p>STEM</p> <p>Y3 Can I recreate a hovercraft or other floating vehicle to get to the Isle of Wight?</p> <p>Y4 Can I create a garden of British plants that will encourage pollinators?</p> <p>Y5 Could you design a new bridge to cross the Thames?</p> <p>Y6 Could you design a new jet to join the Red Arrows?</p> | <p>Environmental science</p> <p>Y3 How can we ensure suitable habitats for all living things?</p> <p>Y4 How can we protect animal habitats?</p> <p>Y5 Are wetlands adapting to climate change?</p> <p>Y6 What effect has climate change had on living organisms?</p> | <p>STEM</p> <p>Y3 Could I survive on a desert island?</p> <p>Y4 What creatures lurk in the deep?</p> <p>Y5 How can I stay afloat in the ocean?</p> <p>Y6 How does science help me to survive?</p> |
| DT | <p>Y3 - Tipi- cooking, 'belonging' feast- foods from around the world with different flavours/cultures.</p> <p>Y4 - Textiles: Embellishing hapa zome bunting.</p> <p>Y5 - What new area would our school community like in the school grounds? (research and design to meet the needs of individuals.)</p> <p>Y6 - What structure would you build in Southbourne to meet its future needs? (Direct link with geography.)</p> | <p>Y3/Y4</p> <p>Cooking and nutrition -Why is the victoria sandwich (mini version)/apple pie/crumble a British favourite?</p> <p>Sewing - bunting running stitch/cross stitch/applique</p> <p>Y5/Y6</p> <p>The Great British Bake Off Design a cake competition across UB</p> <p>Across the 4 UB classes Each class will produce and submit one showcase cake (one from each class) to be judged</p> | <p>Y3 Can we design a bedroom for a local development's show home?</p> <p>Y4 Textiles: How can embellishment enhance a design?</p> <p>Y5 Solve problems: How could we reduce food waste?</p> <p>Y6 Solving problems: Can we design a more effective beach cleaning tool?</p> | <p>Y3 - Solving problems: What high energy snack could help you to survive in the desert?</p> <p>Y4 - Solving problems: how can we send an SOS message at sea? (LegoWeDO - Send messages)</p> <p>Y5 - Solving problems: Can we design a desert structure that keeps you cool in the day and warm at night?</p> <p>Y6 - Solving problems: surviving in a desert: what challenges can we solve with our DT learning?</p> |
| Computing | <p>Y3 - Lego Programming - Can we simulate the Moon Landing of 1969?</p> <p>Y4 -Collecting, analysing, evaluating, presenting data. Select, use and combine a variety of software on a range of digital devices</p> <p>Y5 - Coding Sound Micro-Bit devices-explore how to manipulate code in order to create sounds.</p> <p>Y6 - Navigating the Census website and using appropriate searches to find specific information. Internet safety. Explore different ways to</p> | <p>Y3 - What makes a great monarch?</p> <p>Video Creation.</p> <p>Y4 - What makes you most proud to be British?</p> <p>Word Processing/Typing, Data Handling.</p> <p>Y5 - How will the Diamond Jubilee be reported?</p> <p>Word Processing, Computational Thinking, Video Creation.</p> <p>Y6 - Can I create a silent movie about Charlie Chaplin?</p> <p>Animation, Video Creation, Computational Thinking, Online Reputation.</p> | <p>Y3 - Could I be the new David Attenbrough? - Video Creation</p> <p>Y4 - What does our planet need? - Word Processing/Typing, Data Handling.</p> <p>Y5 - Can I report on a global issue? - Word Processing, Computational Thinking, Video Creation.</p> <p>Y6 - Who are the Guardians of the Planet? - Animation, Video Creation, Computational Thinking, Online Reputation.</p> | <p>Y3 - Can you make a lighthouse bulb flash?</p> <p>Scratch to code a working lighthouse linked to the Lighthouse keeper video.</p> <p>Y4 - Can I create a poster to keep people safe? - Digital Poster</p> <p>Y5 - How can I document my exploration? - Sound</p> <p>Y6 - Can I call an SOS? - MicroBits</p> |

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| | record the retrieved data. | | | |
| Art | <p>Y3 - Painting: Paintbrush skills and use of colour. Self Portrait</p> <p>Y4 - Craft: Printing/ Hapa zome</p> <p>Y5 - Clay sculpture to create a head and shoulder model of themselves</p> <p>Y6- Painting - choose appropriate paints, paper and implements (pallet knives, rollers, sponges) to create a still life composition - inspired by the theme of community and belonging</p> | <p>Y3 - Painting: Paintbrush skills and use of colour. Self portrait - linked to RE identity</p> <p>Y4- Craft - Printing using textiles</p> <p>Y5 - Sculpting - great British architects and designers. Small scale sculpture of a famous British landmark, using chosen material.</p> <p>Y6 - Painting - choose appropriate paints, paper and implements (pallet knives, rollers, sponges) to create a still life composition - inspired by Best of British</p> | <p>Y3 - Craft - Can we use natural items to create art? (Andy Goldsworthy)</p> <p>Y4 - Craft - How can nature be used to create textile art?</p> <p>Y5 - Sculpting - How can materials be recycled into sculptures?</p> <p>Y6 - Craft - How can weaving be used to create a landscape?</p> | <p>Y3 - Can I use my learning in art so far to create a piece inspired by the ocean?</p> <p>Y4 - Can I use my learning in art so far to create a piece inspired by the ocean?</p> <p>Y5 - Can I use my learning in art so far to create a piece inspired by the dessert?</p> <p>Y6 - Can I use my learning in art so far to create a piece inspired by the dessert?</p> |
| Music | <p>Musical Appreciation - musical pieces that portray our planet. Using all strands of music (dynamics/ notation/improvisation/ performance) to compose a piece inspired by the same topic as the chosen composer.</p> <p>Y3: Ludovico Einaudi - Earth Prelude</p> <p>Y4: Rachel Portman</p> <p>Y5: Hans Zimmer - Earth</p> <p>Y6: Vivaldi - Four Seasons</p> | <p>Musical Appreciation - musical pieces that portray our planet. Using all strands of music (dynamics/ notation/improvisation/ performance) to compose a piece inspired by the same topic as the chosen composer.</p> <p>Y3: Benjamin Britten - A Young Person's guide to the Orchestra</p> <p>Y4: Rachel Portman</p> <p>Y5: Sally Beamish</p> <p>Y6: John Barry</p> | <p>Musical Appreciation - musical pieces that portray our planet. Using all strands of music (dynamics/ notation/improvisation/ performance) to compose a piece inspired by the same topic as the chosen composer.</p> <p>Y3: Can we use music to show our planet? - Ludovico Einaudi - Earth Prelude</p> <p>Y4: How can music mimic a scene? - Rachel Portman - BBC nature documentaries</p> <p>Y5: How can our planet inspire our compositions? - Hans Zimmer - Earth</p> <p>Y6: Can we compose a piece that shows the changing seasons? - Vivaldi - Four Seasons</p> | <p>Musical Appreciation - musical pieces that portray our planet. Using all strands of music (dynamics/ notation/improvisation/ performance) to compose a piece inspired by the same topic as the chosen composer.</p> <p>Y3: Benjamin Britten - Four Seas Interlude</p> <p>Y4: Rachel Portman - BBC nature documentaries</p> <p>Y5: Hans Zimmer - Earth</p> <p>Y6: Giorgio Costantini</p> |
| RE | <p>Y3 - How are clothing and food significant in different religions?</p> <p>Y4 - How are religious buildings significant to other faiths?</p> <p>Y5 - What is worship? How are personal devotion and communal worship important for people of faith?</p> <p>Y6 - How can faith motivate people to live their lives and make the world a better place?</p> | | | |

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| MFL | Y3 - Where do you live? What fruit do you like? Y4 - How do you get to school? Y5 - What is your sport? Y6 - How do you talk about sports in French? | | | |
| PSHE | Y3 Why should we keep active and sleep well? Y4 How can we manage risk in different places? Y5 What jobs would we like? Y6 What will change as we become more independent? | | | |
| PE | Y3 - Health & Fitness Cog/Athletics Y4 - Health & Fitness Cog/Athletics Y5 - Personal Cog/Athletics Y6 - Personal Cog/Athletics | | | |
| English Skills are essentials The genres given are suggestions <i>Planning, drafting, editing and evaluating will occur in each piece</i> | Y3 Writing an Autobiography in the style of the 'Little People, Big Dreams Books'. Texts: The Good Egg/The Koala who could/Everybody Counts/Voices of the future Y4 Writing to entertain with fantasy setting descriptions linked to our book 'The Girl with the Shark's Teeth'. Text: The Girl with the Shark's Teeth Y5 Write their own lost thing narratives Texts: The Lost Thing, Max and the Millions/All the things that could go wrong Y6 Point of view writing based on Wonder. How to convey feelings through emotive language. Poetry based on emotions Texts: Wonder/Overheard in a Tower Block/ A Kid in my Class | Y3 Text: The Queen's Nose by Anne Fine Show knowledge and understanding of a range of writing forms. Identify how language, structure and presentation can contribute to meaning. Organise paragraphs around a theme. Using more varied sentence structure including a wider Y4 Organise paragraphs around a theme Use an increasingly varied vocabulary Increasing adaptation of style to get the attention of the reader Increased clarity in terms of main purpose of writing Showing knowledge and understanding of a range of writing forms Use a range of organisational devices Y5 1950-2010s - Who are our most famous British authors? Select the appropriate form and use other similar writing as | Y3 Text: Harklights Can I become a character from Harklights? Can I be the new David Attenborough? Show knowledge and understanding of a range of writing forms. Identify how language, structure and presentation can contribute to meaning. Organise paragraphs around a theme. Using more varied sentence structure including a wider Y4 Texts: The Last Bear/Varmints What should I do? How can you be a guardian of your planet? Organise paragraphs around a theme Use an increasingly varied vocabulary Increasing adaptation of style to get the attention of the reader Increased clarity in terms of main purpose of writing Showing knowledge and understanding of a range of writing forms | Y3 Writing based on the book 'Survivors' and in particular, the story 'The Woman who sailed into a hurricane'. Texts: The World of the Whale/Ocean/ The Big Book of the Blue/ Great Adventurers Show knowledge and understanding of a range of writing forms. Identify how language, structure and presentation can contribute to meaning. Organise paragraphs around a theme. Using more varied sentence structure including a wider Y4 Writing based on the book 'Survivors' and in particular, the story 'The Woman who sailed into a hurricane'. Texts: The World of the Whale/Ocean/ The Big Book of the Blue/ Great Adventurers Organise paragraphs around a theme Use an increasingly varied vocabulary Increasing adaptation of style to get the attention of the reader |

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| | | <p>models Selecting appropriate grammar and vocabulary which show the understanding of how such choices and change and enhance meaning Use further organisational and presentational devices to structure texts Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Y6 First person account of an arrival to Britain during the reign of Elizabeth 11. Factual writing based on the arrival of people to the UK Texts: Windrush Child by Benjamin Zephaniah The Place For Me- Stories about the Windrush Generation - forward by Dame Floella Benjamin</p> | <p>Use a range of organisational devices</p> <p>Y5 Texts: Select the appropriate form and use other similar writing as models Selecting appropriate grammar and vocabulary which show the understanding of how such choices and change and enhance meaning Use further organisational and presentational devices to structure texts Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Y6 Texts: Floodland/Poetry Can you save me? How do floods affect us? Use similar writing as models for their own. Select appropriate grammar and vocabulary. Use organisational devices to structure texts and guide the reader Build cohesion within and across paragraphs</p> | <p>Increased clarity in terms of main purpose of writing Showing knowledge and understanding of a range of writing forms Use a range of organisational devices</p> <p>Y5 Select the appropriate form and use other similar writing as models Selecting appropriate grammar and vocabulary which show the understanding of how such choices and change and enhance meaning Use further organisational and presentational devices to structure texts Use a wide range of devices to build cohesion within and across paragraphs Y6 - Narrative writing that focuses on survival Text: Survivor Use similar writing as models for their own. Select appropriate grammar and vocabulary. Use organisational devices to structure texts and guide the reader Build cohesion within and across paragraphs</p> |
| Maths | <p>Y3 Measurement: Money Measurement: Time Geometry: Properties of shape Statistics Consolidation Y4 Statistics Geometry: Properties of shape Geometry: Position and direction Consolidation Y5 Geometry: Properties of shape continued</p> | | | |

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| | Geometry: Position and direction Measurement: Converting units Measurement: Volume Y6 Consolidation and themed projects |
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