













**Westfield School Junior House**  
**Curriculum Information for Lower Three**  
**Summer Term 2019**

**Topic: Lapis philosophorum**

<p><b>Mathematics</b></p> 	<ul style="list-style-type: none"> <li>• Read, write and round numbers with up to 7-digits, understanding what each digit represents</li> <li>• Addition and Subtraction using mental methods and written column method</li> <li>• Multiply and divide by 10, 100 and 1000</li> <li>• Fractions – all operations</li> <li>• Use short and long multiplication to multiply numbers and amounts including decimals</li> <li>• Name, classify and identify properties of quadrilaterals</li> <li>• Understand what an angle is and that it is measured in degrees; know what the angles of triangles, quadrilaterals, pentagons, hexagons and octagons add to and use these facts and mathematical reasoning to calculate missing angles</li> <li>• Draw circles using pairs of compasses; draw polygons using a ruler and a protractor</li> <li>• Read, understand and solve word problems</li> <li>• Use mathematical reasoning to investigate and solve problems</li> <li>• Identify common factors and common multiples</li> <li>• Calculate and understand the mean average</li> <li>• Understand pie charts are a way of representing data using percentages</li> <li>• Read and plot coordinates in all four quadrants</li> </ul>
<p><b>English</b></p> 	<p><b>Reading and Drama</b></p> <ul style="list-style-type: none"> <li>• Book Focus – Harry Potter and the Philosopher’s stone by J K Rowling</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use a range of prefixes and suffixes and understand their meanings</li> <li>• Using an appropriate form depending on the audience and purpose</li> <li>• Applying appropriate grammar and vocabulary in writing across all subjects</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>] and ellipsis</li> </ul> <p><b>Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Use simple, compound and complex sentences including embedded clauses</li> <li>• Use a wide range of punctuation, including brackets, dashes or commas to indicate parenthesis and semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using passive verbs to affect the presentation of information in a sentence for example, <i>Amanda broke the window in the greenhouse (active)</i> versus <i>The window in the greenhouse was broken by Amanda (passive)</i></li> <li>• The use of subjunctive forms such as <i>If I <u>were</u></i></li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that</li> </ul>

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<b>Science</b> 	<b>Animals, including humans</b> We will learn to: <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<b>Geography</b> 	<b>Earthquakes</b> <ul style="list-style-type: none"> <li>We will learn about the features and key aspects of earthquakes</li> <li>Find out about the movement of tectonic plates and about seismic waves</li> <li>Learn about life in an earthquake zone; compile and practise a class earthquake drill; find out how buildings are built to withstand earthquakes.</li> </ul>
<b>History</b> 	<b>Early Modern History</b> The girls will study the events and monarchs of Early Modern Britain. This will include learning about Queen Elizabeth I and life in Elizabethan Britain.
<b>Computing</b> 	<b>Film making</b> We will be exploring aspects of filmmaking. As well as writing a script and researching information, we will use digital devices for filming and recording and will learn about pre- and post-production stages. We will use Windows Movie Maker to edit our short films.
<b>Religious Education</b> 	<b>Christianity</b> The girls will study Christian beliefs, the Bible, Churches and Christian festivals.
<b>Art</b> 	<b>Cartoons, Characters and Comics</b> <ul style="list-style-type: none"> <li>Developing 2D and 3D drawing skills through cartoons, animations and font</li> <li>History of cartoons and comic strips</li> </ul>
<b>Design Technology</b> 	<b>Making a Flip Book</b> <ul style="list-style-type: none"> <li>Research, create and market a product aimed at a chosen individual or group</li> <li>Follow a design specification and evaluate products against it</li> </ul>
<b>French</b> 	In French, we will be learning how to give a simple description of a future holiday, including countries, means of transport and holiday activities.
<b>Physical Education</b> 	<ul style="list-style-type: none"> <li>Tennis</li> <li>Athletics</li> <li>Rounders</li> </ul>
<b>Music</b> 	<ul style="list-style-type: none"> <li>Singing a range of songs in KS2 singing sessions</li> <li>Continuing to learn the ukulele, building a bank of chords (C, F, A, G and D) to accompany a range of songs</li> </ul>