

Westfield School Junior House Curriculum Information for Autumn Term 2020

English



Our **non-fiction work** will cover explanation texts, reports and persuasive writing. We will cover the following objectives:

Comprehension

To identify and discuss themes in and across a wide range of writing.
To make comparisons in and across texts.
To identify how language, structure and presentation contribute to meaning.
To discuss and evaluate how authors use language, considering the impact on the reader.

Composition

To note and develop initial ideas.
To draft by selecting appropriate grammar and vocabulary.
To evaluate and edit texts by assessing the effectiveness of one's own writing.

Grammar

To recognise the difference between vocabulary typical of informal speech and the vocabulary appropriate for formal speech and writing.
To propose changes to grammar and punctuation to enhance effects and clarify meaning.
To revise the use of apostrophes for contraction.
To use conjunctions, adverbs and prepositions to express time and cause.
To use commas to clarify meaning and avoid ambiguity in writing (clauses).


Our **fiction** unit this term will focus on the theme of 'stories which raise issues' using the texts Eric (Shaun Tan) & The Island (Armin Greder). We will learn about character development and changes of setting through a study of Rooftoppers by Katherine Rundell. Finally, we will study the novels of Philip Pullman. We will cover the following objectives:





Comprehension





To draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
To predict what might happen.
To participate in discussions about books, building on ideas and challenging views courteously.

Composition

To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
To note and develop initial ideas, drawing on reading and research where necessary.
When writing narratives, to consider how authors have developed characters and settings.
To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
To assess the effectiveness of their own and others' writing.
To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
To proof-read for spelling and punctuation errors.

	<p>Grammar To study different types of sentence construction. To identify and use expanded noun phrases. To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Our poetry unit will be based on Performance poetry and we will take inspiration from the work of Michael Rosen and Roald Dahl.</p> <p>We will complete weekly comprehension tasks, creative writing exercises and spelling tests.</p>
<p>Mathematics</p> 	<p>We will cover the following objectives:</p> <p>Place value</p> <ul style="list-style-type: none"> ■ Round and order numbers up to 10 million ■ Round numbers to 10,100 and 1000 ■ Negative numbers <p>Calculations involving addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> ■ Addition and subtraction of whole numbers up to 5 digits ■ Use of inverse operations to solve addition and subtraction problems ■ Multiply 4-digit numbers by 2-digit numbers ■ Long division ■ Factors ■ Common factors and multiples ■ Prime numbers ■ Square and cubed numbers ■ Order of operations (BIDMAS) <p>Fractions</p> <ul style="list-style-type: none"> ■ Equivalent fractions ■ Simplifying fractions ■ Converting improper fractions to mixed numbers and vice versa ■ Addition, subtraction, multiplication and division of fractions ■ Finding fractions of an amount <p>Geometry</p> <ul style="list-style-type: none"> ■ Coordinates on a four-quadrant grid ■ Translation ■ Reflections <p>Problem-solving and reasoning activities will be taught throughout the term.</p> <p>There will be a mini assessment after each unit of study.</p>

<p>Science</p> 	<p>Our first topic is forces. We will learn that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. We will identify the effects of air resistance, water resistance and friction that act between moving surfaces. We will recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>After half term we will study Animals and humans. We will identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. We will recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. Finally, we will describe the ways in which nutrients and water are transported around the body.</p> <p>Throughout both topics we will develop our scientific skills by:</p> <ul style="list-style-type: none"> --planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary --taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate --recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs --using test results to make predictions to set up further comparative and fair tests --reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations --identifying scientific evidence that has been used to support or refute ideas or arguments
<p>Computing</p> 	<ul style="list-style-type: none"> • Internet safety • Using spreadsheets- change variables in a spreadsheet to solve problems • Presentations- create, edit and refine explanations presentations for an audience • Touch typing
<p>French</p> 	<p>Exploring France and La vie scolaire</p> <ul style="list-style-type: none"> • To broaden our knowledge of the geography of France and widen our awareness of cultural traditions. • To learn to describe a school day: subjects, simple opinions, days of the week, • To explore the verb avoir in the present tense • To practise numbers 1-100
<p>History</p> 	<p>Our topic will be 'The changing power of monarchy from 1066 – present'. We will investigate:</p> <ul style="list-style-type: none"> • What are the characteristics of a good monarch? • Was William I a tyrant? • Was King John the worst king in English history? • Did Henry VIII look after the people? • Was Queen Elizabeth I a good monarch? • Why did Charles I lose his head?

<p>Music</p> 	<p>Music and Singing lessons for Lower 3 will take place in the Music Room with Mrs Locks, Director of Music.</p>
<p>Geography</p> 	<p>In geography we will study the water cycle and the physical geography of coasts and coastal features. We will learn about coastal erosion and the impact of the sea on human activity.</p> <p>After half term we will study rivers and the effect they have on the landscape. We will discuss how human activity affects floodplains and we will learn about the importance of flood management systems.</p>
<p>R.E.</p> 	<p>We will start the term studying humanism. We will examine the differences between religious and non-religious worldviews before focusing on the origins and core beliefs of humanism.</p> <p>After half term, we will study the Christmas story and will investigate Christmas traditions around the world.</p>
<p>Art</p> 	<p>Art and Design lessons will take place in the Senior House Art room with specialist teacher Mr Stone</p>