



* CLASS TEACHERS, ONLY EDIT SECTIONS IN GREY BOXES EACH TERM

CURICULUM INTENT: At Chellaston Junior School, we ask, "Why?". Our curriculum is based upon developing enquiring minds. Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves. We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'. At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Religious Education
Derby/Derbyshire Agreed Syllabus 2020
L2.5 – Why are festivals important to religious communities?

GEOGRAPHY
How does Greece compare to the UK? (size, population, landscape, culture)
Physical geography Volcanoes and earthquakes in Greece
Human geography Types of settlements in Greece (the style of buildings, use of land, tourist trade)

Physical Education
Outdoor Adventurous Activity
Net and wall games
Gymnastics
Dance

RHE / PSHCE
Myself and my relationships <ul style="list-style-type: none"> Beginning and Belonging My Emotions Citizenship <ul style="list-style-type: none"> Working Together

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. Why is Greece a popular place for us to go on holiday?
		2. Why are there volcanoes in Greece but not in the UK?
		3. Why do I need to eat salad and vegetables?
		4. Who were the ancient Greeks and how do they impact us today?
		5. Where would you prefer to live – England or Greece? Why?
	Pupil Led (fluid)	1.
		2.
		3.
		4.
		5.

English
See CJS Medium Term Plan for English
Linked Book(s)
Linked Film Unit

Languages
<ul style="list-style-type: none"> J'apprends le français Les animaux

Maths
See CJS Medium Term Plan for Maths

Computing
Digital Literacy (E-safety) (3 weeks) Information technology – logging on, opening files, keyboard skills and saving files (3 weeks) Espresso Coding – 3a Sequence and Animation

Science
Light <ul style="list-style-type: none"> Reflections Dangers of sunlight Shadows

Visits / Visitors / Enrichment
Greek theme day – led by Year 3 teachers Tuesday 22/09/20
Volcano demonstration on field

Wellbeing/Mentally Health Classroom
Marvellous Me & Mindful Me



* CLASS TEACHERS, ONLY EDIT SECTIONS IN GREY BOXES EACH TERM

CURICULUM INTENT: At Chellaston Junior School, we ask, "Why?". Our curriculum is based upon developing enquiring minds. Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Religious Education
Derby/Derbyshire Agreed Syllabus 2020
L2.9 What can we learn from religions about deciding what is right and wrong?

HISTORY
Changes in Britain from Stone Age to Iron Age <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers Bronze Age religion, technology and travel Iron Age hill forts, farming, art and culture
The Roman Empire and its impact on Britain <ul style="list-style-type: none"> The Roman invasion of Britain The Roman Empire and the power of its army British resistance (Boudica) Romanisation of Britain (impact of technology, culture and beliefs)

Physical Education
Invasion Games
Dance – Romans
Gymnastics

RHE / PSHCE
Citizenship <ul style="list-style-type: none"> Diversity and Communities
Healthy and Safer Lifestyles <ul style="list-style-type: none"> Managing Risk Safety Context

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. Why did the Stone Age come to an end?
		2. How do we know what happened thousands of years ago?
		3. How were stories shared and recorded in Stone, Bronze and Iron ages?
		4. Why did the Romans choose to invade Britain?
		5. How can you see the impact of the Romans in modern Britain?
	Pupil Led (fluid)	1.
		2.
		3.
		4.
		5.

English
See CJS Medium Term Plan for English
Linked Book(s)
Linked Film Unit

Languages
<ul style="list-style-type: none"> Je peux Les Romains

Maths
See CJS Medium Term Plan for Maths

Computing
Information Technology <ul style="list-style-type: none"> Word processing Databases

Science
Rocks, Soils and Fossils <ul style="list-style-type: none"> Appearance, physical properties and formation
Animals including humans <ul style="list-style-type: none"> Nutrition Skeletons Muscles

Visits / Visitors / Enrichment
Stone Age theme day – led by Year 3 teachers.
Roman trip – to be planned

Wellbeing/Mentally Health Classroom
Community Me & Challenge Me



* CLASS TEACHERS, ONLY EDIT SECTIONS IN GREY BOXES EACH TERM

CURRICULUM INTENT: At Chellaston Junior School, we ask, "Why?". Our curriculum is based upon developing enquiring minds. Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their reasoning skills. We want our children to ask 'why?' and develop their independence and resilience to answer their own questions for themselves.

We encourage and foster pupils' creative thinking, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Art, Design Technology and Music

Art – comparison of landscapes

- Turner, Constable and Gainsborough – traditional landscape painting
• David Hockney – modern, brightly coloured landscape
• Research into the artists lives
• Appraise, compare and contrast artists
• Use textiles and collage to create landscapes
• Look at and compare landscapes of different genres (sea scape, snowscape etc.)

Music – Local Environment Soundscapes

- Creating music from the local environment
• The Four Seasons - Vivaldi

DT

- Textiles – fox faces in felt
• Food & Nutrition – Farm to fork, safe preparation of vegetables (linked to science work) chilling, slicing and grating

Physical Education

- Striking and fielding games Athletics
Dance – Interpretation of The Four Seasons Gymnastics

Religious Education

- Derby/Derbyshire Agreed Syllabus 2020
L2.7 What does it mean to be a Christian in Britain today?
L2.2 Why is the Bible so important for Christians today?

RHE / PSHCE

- Healthy and Safer Lifestyles
• Sex and Relationships Education
• Healthy Lifestyles

Languages

- Les fruits
• Petit chaperon rouge

Why? (key questions of enquiry for the term)

Teacher led (fixed)

- 1. How can music make us imagine different landscapes?
2. Why is colour so important to bring a landscape to life?
3. How do artists represent landscapes in different ways?
4. Why do I need bones, muscles and ligaments to move?
5. Why are farms essential to our health?

Pupil Led (fluid)

- 1.
2.
3.
4.
5.

English

See CJS Medium Term Plan for English

Linked Book(s)

Fantastic Mr Fox

Linked Film Unit

Maths

See CJS Medium Term Plan for Maths

Computing

Espresso Coding – 3b Conditional Events
Digital Safety

Science

- Forces and Magnets
• How things move on different surfaces
• Magnetic, forces, materials and their poles
Plant growth
• Plant structure and how they grow
• Comparisons between different plants
• The flowers role in the plant life cycle

Visits / Visitors / Enrichment

- Visit to the local Church
https://education.nfuonline.com/Stemterprise
Farm visit at the start- to be planned
Supermarket visit to follow – to be planned
Art Gallery – parents to be invited
Possible residential visit (to be considered again in January)

Wellbeing/Mentally Health Classroom

Independent Me & Others and Me