



\* 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.

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Religious Education
Derby/Derbyshire Agreed Syllabus 2020
U2.4 If God is everywhere, why go to a place of worship?

GEOGRAPHY
Comparison of the global regions Antarctica and Arctic
<ul style="list-style-type: none"> <li>Locate the main countries within each continent.</li> <li>Name and locate the Arctic, Antarctic and date time zones.</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</li> <li>Compare global regions (Antarctica and Arctic)</li> </ul>
<b>Physical geography</b> – climate zones
<b>Human geography</b> – distribution of natural resources (oil, whales)

Physical Education
Outdoor Adventurous Activity
Net and wall games
Gymnastics
Circuit Training

RHE / PSHCE
Citizenship <ul style="list-style-type: none"> <li>Rights, Rules and Responsibilities</li> </ul>
Myself and My Relationships <ul style="list-style-type: none"> <li>Family and Friends</li> <li>Anti-bullying</li> </ul>

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. Why can't a polar bear eat a penguin?
		2. How has the whaling industry affected Antarctica?
		3. Why do people choose to travel to the poles?
		4. Why are there days when there are no shadows?
		5. Why is there no native population in Antarctica?
	Pupil Led (fluid)	1.
		2.
		3.
		4.
		5.

English
See CJS Medium Term Plan for English
<i>Linked Book(s)</i>
<i>Linked Film Unit</i>

Languages
<ul style="list-style-type: none"> <li>À l'école</li> <li>Le weekend</li> </ul>

Maths
See CJS Medium Term Plan for Maths

Computing
Digital Literacy (E-safety) (3 weeks)
Information technology – research tool (3 wks)
Espresso Coding – 6a More Complex Variables

Science
<b>Evolution and Inheritance</b>
<ul style="list-style-type: none"> <li>Information from fossils</li> <li>Adaptation of plants and animals to suit their environment</li> <li>Evolution over time</li> </ul>
<b>Light</b>
<ul style="list-style-type: none"> <li>Light for sight</li> <li>Behaviour of light to explain shadows</li> </ul>

Visits / Visitors / Enrichment
Visitor in school to do 'Polar Fun Day' - Enquiry sent, asked for 6.11.20

Wellbeing/Mentally Healthy Classroom
Marvellous Me & Mindful Me



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HISTORY	
<p><b>World War II</b></p> <ul style="list-style-type: none"> <li>• A chronological understanding of the outbreak/conclusion of WWII as well as placing it on a historical timeline in the context of other periods studied.</li> <li>• Understanding the political landscape before, during and after the war</li> <li>• Comparing and contrasting the reliability of different sources of historical information.</li> <li>• Compare beliefs and behaviours during WWII with modern day.</li> <li>• Understand and empathise with the evacuation process</li> <li>• How the war impacted culturally – books, films, music, artwork, dance</li> </ul>	<ul style="list-style-type: none"> <li>• The role of the media in the war effort (propaganda)</li> <li>• The use of rationing during and after the war</li> <li>• Knowledge of how the war impacted on lives in the years following it</li> </ul> <p><b>Derby during WWII</b></p> <ul style="list-style-type: none"> <li>• How WWII had an impact on the locality</li> <li>• Rolls Royce</li> </ul>

Physical Education
Invasion Games Tag rugby, football, basketball and netball
Dance – Lindy Hop and Charleston

Religious Education
Derby/Derbyshire Agreed Syllabus 2020
U2.3 What do religions say to us when life gets hard?

RHE / PSHCE
Economic Wellbeing <ul style="list-style-type: none"> <li>• Financial Capability</li> </ul>
Healthy and Safer Lifestyles <ul style="list-style-type: none"> <li>• Drug Education</li> <li>• Personal Safety</li> </ul>

Languages
<ul style="list-style-type: none"> <li>• La seconde guerre mondiale</li> <li>• Les habitats</li> </ul>

Computing
Information Technology Interrogate data bases Animation

Wellbeing/Mentally Healthy Classroom
Community Me & Challenge Me

Why? (key questions of enquiry for the term)	Teacher led (fixed)	1. Why did WWII happen?
		2. Why were some children evacuated during WWII?
		3. Why were ration books still used after the end of WWII?
		4. Why was Derby important to the war effort?
		5. Why did many women learn new skills during WWII?
	Pupil Led (fluid)	1. How was propaganda used during WWII?
		2.
		3.
		4.
		5.

Science
<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Series and parallel circuits</li> <li>• Changes in the brightness of a lamp/volume of a buzzer</li> <li>• Symbols when representing circuits as a diagram (Using circuits to create aid raid warning sirens)</li> </ul>

English
See CJS Medium Term Plan for English
<b>Linked Book(s)</b>
Letters from the lighthouse
<b>Linked Film Unit</b>

Maths
See CJS Medium Term Plan for Maths

Visits / Visitors / Enrichment
Possible visits <a href="https://www.weston-park.com/visit-weston/education/school-visits/world-war-2/">https://www.weston-park.com/visit-weston/education/school-visits/world-war-2/</a>  <a href="https://www.tattonpark.org.uk/learn/school_visits/education_programme/world-war-two.aspx">https://www.tattonpark.org.uk/learn/school_visits/education_programme/world-war-two.aspx</a>



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**Art, Design Technology and Music**

**DT** – Design and make an automaton

- Select appropriate material and mechanisms through trial and error
- Explore how different sized/shaped cams result in different movements

**Textiles**  
Sew a felt square with either a self-portrait, something which represents them or a memory from CJS, which will all be sewn together to make a class wall hanging. This could be used for the Y6 leavers celebrations.

**Food**  
Make a traditional dish from another country as part of a celebratory meal

**Art** – Illustrations of *The Invention of Hugo Cabret*

- Cross Hatching in similar style to Brain Selznick
- Experimenting with line, tone, pattern, texture, form, space, colour and shape

**Music** – Composition with art as inspiration

- Layering of sounds
- Composing a piece of music using art as inspiration
- Read and perform from graphic notation
- Learn to play the ukulele

**Physical Education**

Striking and Fielding	Rounders and cricket
Athletics	Gymnastics Dance - robotics

**Religious Education**

Derby/Derbyshire Agreed Syllabus 2020  
U2.7 What matters most to Christians and Humanists?  
U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?

**RHE / PSHCE**

Healthy and Safer Lifestyles

- Relationships and Sex Education

Myself and My Relationships

- Managing Change

**Languages**

- Manger et bouger
- Moi dans le monde

Why? (key questions of enquiry for the term)

Teacher led (fixed)

- Why is blood red?
- How does the shape of a cam affect movement and why would we use these?
- How does music create imagery and emotion?
- How can cross-hatching be used to create atmosphere?
- How can we compose our own piece of music to inspire a particular emotion?

Pupil Led (fluid)

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- 
- 
- 
- 

**English**

See CJS Medium Term Plan for English

**Linked Book(s)**

**Linked Film Unit**

**Maths**

See CJS Medium Term Plan for Maths

**Computing**

Espresso Coding – 6b Object Properties  
Digital Safety

**Wellbeing/Mentally Healthy Classroom**

Independent Me & Others and Me

**Science**

**Animals Including Humans**

- The circulatory system - heart, blood vessels and blood.
- Impact of diet, exercise, drugs and lifestyle on the way bodies function.

**Living Things and their Habitats**

- Classification
- Micro-organisms

**Visits / Visitors / Enrichment**

Visitor in school to complete heart workshop – enquiry sent  
Practical Action – Squashed Tomato Challenge – Build a mechanism to get tomatoes down a mountain  
<https://practicalaction.org/schools/squashed-tomato-challenge/>