



BMJS

CURRICULUM EVENING

Autumn term

Eyam teachers

Miss Holmes and Mr Tomlinson

Monday- Mr Tomlinson	English	Maths	Geog/ Hist	PE
Tuesday- Mr Tomlinson	English	Maths	PSHE	Science
Wednesday- Miss Holmes AM, Mr Tomlinson PM	English	Maths	Art/ DT	ICT
Thursday- Miss Holmes	English	Maths	RE	PE
Friday- Miss Holmes	English	Maths	MFL	Music (Mrs D)

CURRICULUM MAP



<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Curriculum+Information&pid=45>



English

Graphic novel

Graphic novels are similar to comic books because they use sequential art to tell a story. Unlike comic books, graphic novels are generally stand-alone stories with more complex plots.

Isis and the Cobra



- **‘Dabbling’**- Dabbling is like doodling with words. You can draw, write down ideas, thoughts, words, sentences or phrases – in fact, anything you like! It is good to dabble for a bit, thinking about your setting and character and how you might want to describe them.

SPaG coverage- punctuating direct speech, identifying word types, tense

Assessment

Children are to write a story as we have done before then turn it into a graphic novel.



English



In this unit, the children go on an imaginary mission back in time to warn the people of Pompeii about the volcanic eruption.

SPaG coverage- colons, semi-colons, hyphens, bullet points, grammatical vocabulary, sentence types (question, statement, exclamation, command).

Links with our geography unit- mapwork.

Assessment

- Write a non-chronological report including all relevant information needed to warn and save the people of Pompeii.



Maths

Year 5

MATHS 
NO PROBLEM!

Chapter 1- Numbers to 1 000 000

Reading and Writing Numbers to 100 000

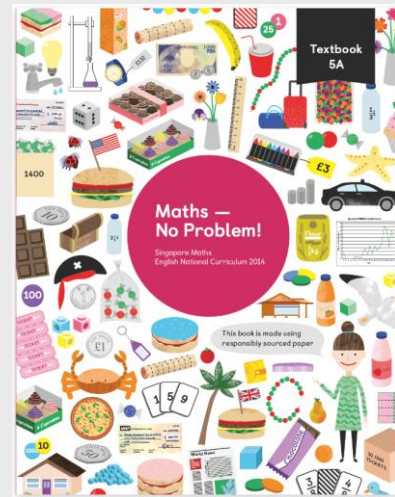
Comparing Numbers to 1 000 000

Making Number Patterns

Rounding Numbers

Chapter 2- Whole Numbers: Addition and Subtraction

Chapter 3- Whole Numbers: Multiplication and Division





Maths

Year 6

MATHS
NO PROBLEM!

Chapter 1- Numbers to 10 Million

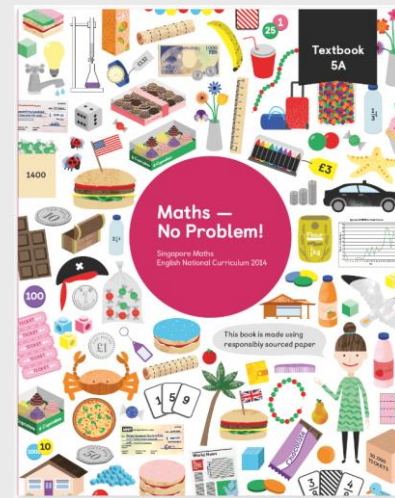
Reading and Writing Numbers to 10 Million

Comparing Numbers to 10 Million

Comparing and Ordering Numbers to 10 Million

Rounding Numbers

Chapter 2- Four Operations on Whole Numbers



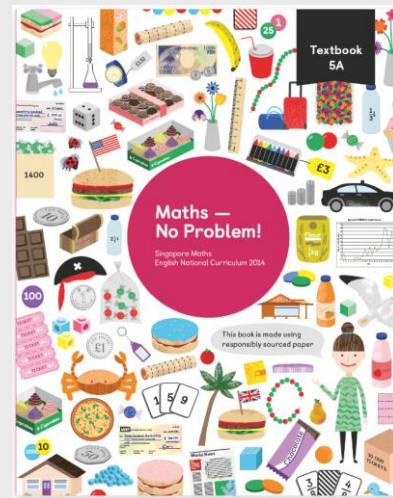


Maths

MATHS
NO PROBLEM!

Addition and Subtraction

$$\begin{array}{r}
 \begin{array}{|c|} \hline 9 \\ \hline \end{array}
 \begin{array}{|c|} \hline 8 \\ \hline \end{array}
 \begin{array}{|c|} \hline 6 \\ \hline \end{array}
 \begin{array}{|c|} \hline 4 \\ \hline \end{array}
 \begin{array}{|c|} \hline 2 \\ \hline \end{array} \\
 + \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 7 \\ \hline \end{array}
 \begin{array}{|c|} \hline 5 \\ \hline \end{array}
 \begin{array}{|c|} \hline 3 \\ \hline \end{array}
 \begin{array}{|c|} \hline 0 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 6 \\ \hline \end{array}
 \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 7 \\ \hline \end{array}
 \begin{array}{|c|} \hline 2 \\ \hline \end{array}
 \end{array}$$



$$\begin{array}{r}
 \begin{array}{|c|} \hline 2 \\ \hline \end{array}
 \begin{array}{|c|} \hline 4 \\ \hline \end{array}
 \begin{array}{|c|} \hline 6 \\ \hline \end{array}
 \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 2 \\ \hline \end{array}
 \begin{array}{|c|} \hline 0 \\ \hline \end{array} \\
 - \begin{array}{|c|} \hline 1 \\ \hline \end{array}
 \begin{array}{|c|} \hline 2 \\ \hline \end{array}
 \begin{array}{|c|} \hline 0 \\ \hline \end{array}
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 \begin{array}{|c|} \hline 1 \\ \hline \end{array}
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 \begin{array}{|c|} \hline 7 \\ \hline \end{array}
 \begin{array}{|c|} \hline 4 \\ \hline \end{array}
 \end{array}$$



Maths

Year 5

MATHS NO PROBLEM!

Multiplication and Division

$$1144 \times 8 = 9152$$

$$\begin{array}{r} 1144 \\ \times 8 \\ \hline \end{array}$$

3 2 → multiply by ones

3 2 0 → multiply by tens

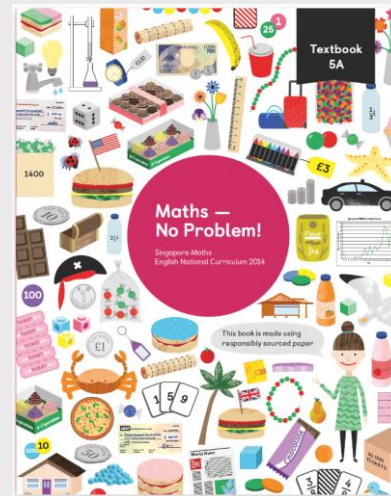
8 0 0 → multiply by hundreds

+ 8 0 0 0 → multiply by thousands

$$\begin{array}{r} 9152 \\ \hline \end{array}$$

ESTIM
1100

	Th	H	T	O
	2	1	1	4
×				3
	6	3	4	2
				1



$$12 \times 132 = 1584$$

$$\begin{array}{r} 132 \\ \times 12 \\ \hline \end{array}$$

2 6 4 → multiply by 2

+ 1 3 2 0 → multiply by 10

$$\begin{array}{r} 1584 \\ \hline \end{array}$$

<https://www.bbc.co.uk/bitesize/topics/z36tyr/d/articles/zmcpscw>



Science

UKS2

Scientists and inventors

- **Stephen Hawking**

To understand Stephen Hawking's theories about black holes and report my findings

- **Libbie Hyman**

To understand Libbie Hyman's work about classification.

- **Marie Maynard Daly**

To explain how diet affects the way the body functions..

- **Alexander Fleming**

To record and interpret data on the effects of penicillin using a scatter graph.

- **Mary Leakey**

To understand the life of Mary Leakey and her work about fossils.

- **Dr Daniel Hale Williams**

To label the parts and functions of the heart.

To explain Dr Daniel Hale Williams' accomplishments.

- **Steve Jobs**

To understand how Steve Jobs used electronics to design computers.

Why do some people think God exists?



RE (Religious Education) UKS2



Bakewell Methodist Junior School RE knowledge bank

Vocabulary

Key vocabulary	
Christian	a person who has received Christian baptism or is a believer in Christianity.
Muslim	Muslims are people who adhere to Islam.
Jewish	Jews or Jewish people are an ethnoreligious group. Judaism is the ethnic religion of the Jewish people, although its observance varies from strict to none.
Theist	Believes in God.
Agnostic	Cannot say if God exists or not.
Atheist	Believes there is no god.

Key questions

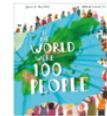
How many people believe in God?
Is God Real? What do Christians think?
How do we know what is true? Why do people believe or not believe in God?
What do Christians believe about how the world began? Do they all share the same idea?
Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?

Why do some people think God exists?

Sticky Knowledge

If the World were 100 PEOPLE:

31 Christians
23 Muslims
16 people who would not be aligned with a religion
16 Hindus
7 Buddhists
8 people who practice other religions



Assessment- Write a report to answer this question. Use what we have discussed in the unit. Offer pupils different ways of presenting their report e.g newspaper article or balanced argument.

What would Jesus do?



RE (Religious Education) UKS2



Bakewell Methodist Junior School

RE knowledge bank

Key questions

Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?

What is the importance of the value of love? How did Jesus teach his followers to love?

What do Jesus' parables about forgiveness teach to Christians today?

How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa.

What did Jesus teach about being generous and being greedy?

What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?

What have we learned about living by the values of Jesus in the modern world?

Vocabulary

Key Vocabulary	
Christian	a person who has received Christian baptism or is a believer in Christianity.
Jesus	The founder of Christianity.
Parable	A Parable is a story with a moral lesson or instruction, particularly those told by Jesus in the Bible.
Justice	fair treatment Everyone deserves justice.
Fairness	Fair means everyone gets what they need. Everybody in the group has an equal opportunity to benefit.
Forgiveness	Forgiveness means forgetting offenses. It is sincere and genuine.

What would Jesus do? Can we live by the values of Jesus in the 21st century?

Sticky Knowledge



Mother Teresa was a **Catholic nun and missionary**. She is famous for her charitable works and helping the poor, hungry and sick people of India. She founded the Missionaries of Charity, who ran over 600 missions worldwide. She was canonised as a Saint by the Catholic church in 2016.

Assessment- On the left hand side write 'WWJD' and on the right 'What would you do? Use evidence from our learning of the unit to answer the WWJD column.



**History-
AT1**

UKS2

Leisure and Entertainment

At the Movies

Understand how cinema changed over the 20th century.

The Beautiful game

I can understand how and why football changed over the 20th century

The Swinging Sixties

I can understand how young people's lives were different in the 1960s compared with today

Wish You Were Here

I can understand why Holiday Camps became popular in Britain.

The Gogglebox

I can understand how important television has been to British people.

Technology

I can see how changes in 20th century technology affect our lives today.

Assessment: Construct informed responses (written) that involve thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century



Geography AT2

UKS2

Railways- Implementing local history into our Geography lessons

The industrial Revolution

Understand key aspects of the industrial revolution

The Railway in Bakewell

Looking at historical sources to find when the railway came to Bakewell and when it closed. Looking at reasons for its arrival and closure. and the arguments for reopening it.

Field Work

A study of Bakewell, Hassop and Thornbridge Stations. Including A possible walk from Monsall Head back to school. Making sketches of features- bridges and stations.

Maps

Recap on Map features. Look at maps of the world.

Railways- Implementing local history into our Geography lessons



Geography
AT2

UKS2

Legacy

Identifying other disused railways in Derbyshire and Britain. Looking at their use and importance. Wildlife, local economy.

Travel by Train

Using maps, locate the main railways in countries in all continents.

Assessment: What was the impact on the opening and the closing of the Railway on the people of Bakewell. Using Maps.

Online safety

Use technology safely, respectfully and responsibly

- Cyberbullying
- Secure websites- privacy seals of approval
- People online- online friendships
- Girls and boys online- media stereotypes

-what messages do you see in the media about boys and girls?

- could it make people feel like they **should** be a certain way?

- SMARTbots- applying online safety knowledge to online activities.

Assessment

Let's Get Quizzical!

Children will create a multiple choice quiz using their knowledge of online safety.



ICT

UKS2

Spreadsheets

- Number operations
- Ordering and Presenting Data
- Add, Edit and calculate data
- Solving problems
- Party plan budget

Assessment

Children will design their own spreadsheet for a specific purpose e.g. planning a school trip.

ICT

UKS2



Collage Propaganda posters

What is Propaganda? - 2 lessons

Using WW2 posters for inspiration and creating our own posters using an array of materials.

Talking about the kinds of issues we have now and how propaganda could be used. Environmental issues, energy issues etc. Coming up with slogans together and using them for artistic purpose.

Collage practice – 2 lessons

Introducing the technique of using collage. Talking about the different materials that can be used for collage. Creating with the environment.

evaluating which choice of material worked the best/was the most effective.

Final Piece – 2 lessons

designing their own propaganda poster from either the WW2 lesson or the modern poster. Using this design to create a final piece.

Assessment criteria:

- Evaluate ideas and choice of materials.
- Complete a paragraph underneath.
- How well product fits purpose/ design criteria
- Overall quality and effectiveness of the choice of material
- What could be done differently to improve the product.
- Consider the views of others to improve the work.



Art AT1

UKS2

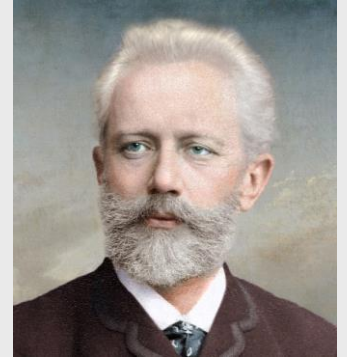


Music

Listening

Children will listen to these pieces of music and look at different styles, rhythms and moods created by these pieces.

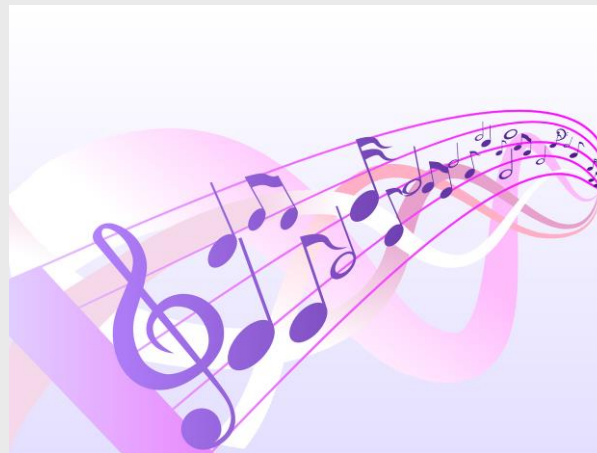
- *Sprinting Gazelle Reem Kelani*
- *1812 Overture Tchaikovsky*
- *90s RnB Say My Name Destiny's Child*
- *England Folk Sea Shanties Various*





Music

UKS2



Singing

- Pupils will be learning a 4 part round and be able to hold their part whilst others are singing their part.
- This requires an understanding of rhythm.

Calypso

- Note values
- Rhythm
- Performing in a four part round!

Drug education

- Alcohol
- Energy drinks/ fizzy drinks

What health risks do the advertisers never reveal or hide?

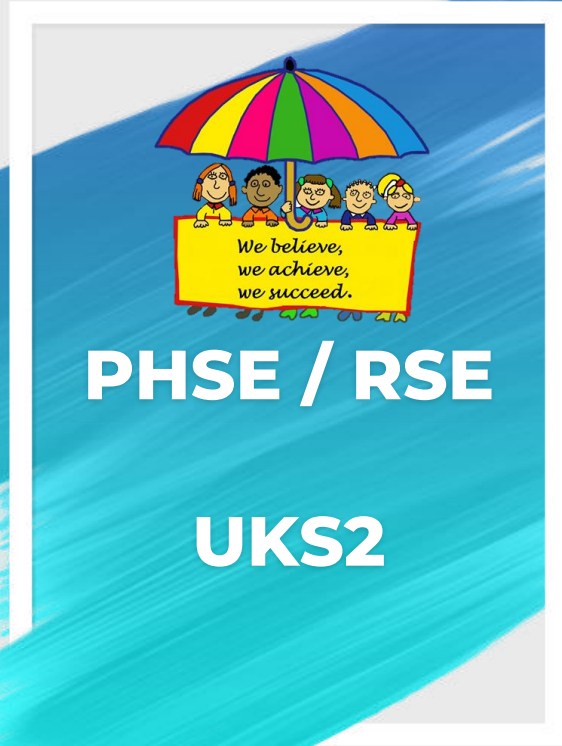
- Smoking

How we are influenced- friends, trends, famous people, sport, parents/carers, teachers, advertising, social media.

- Discuss the idea that a problem shared is a problem halved.

Circle of trust.

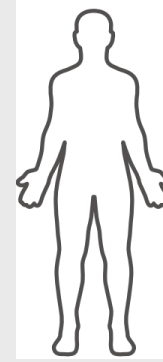
Activity example on the next slide-





PHSE / RSE

UKS2



Ask the children to stick or draw the organs (brain, heart, lungs, liver and stomach) in the correct place. Briefly discuss the function of the organs.

How would the size of the organs be different to an adult?

Discuss the fact that children and young people's bodies are still growing and changing. Using this information, how would this explain one of the reasons why it is against the law for children and young people to drink alcohol?

What other reasons might there be?



PHSE / RSE

UKS2

Being Safe

Identifying how to predict, assess and manage risk in different situations.

Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.

Identifying strategies for keeping safe in the local environment or unfamiliar places.

Identifying strategies for **keeping safe online** (links with our ICT unit).

Demonstrating basic techniques for dealing with common injuries.

Demonstrating how to respond/react in an emergency situation.

Recognising on-line risks, harmful content/ behaviours and how to report concerns.

Can recognise pressure from others.

Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.



PE

UKS2

Football:

This half term we're focussing on working towards a tournament in Football, and so are building our key skills in preparation.

This includes:

- Dribbling, ball control and composure.
- Passing at different ranges.
- Teamwork and confidence building.
- Positioning in relation to peers.
- Implementing shooting and tackling into game-based scenarios(2v2s).

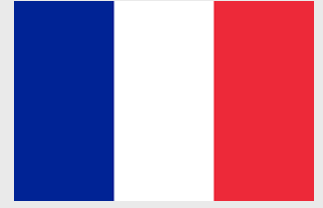
With an end goal of developing the children's important transferrable skills, which they can use throughout PE, enabling greater levels of enjoyment and success.



MFL

A French Town

- Où est-ce que tu habites?
- J'habite à Bakewell.
- Children can write individual sentence using the root sentence of
 - Je vais à la/à l'/au ---pour faire ----
(I Go to the ----- to Do ----)
 - Where is the Library?
 - Maths- ordinal numbers, months of the year.



Christmas in France



MFL

- I can show my understanding of how people celebrate Christmas in France.
- I can identify the main French Christmas traditions.
- I can name a range of key vocabulary in French related to Christmas.

Reminders

- Please support your child to read on Big Cat for at least 3 times per week. This should be written in their reading record.
- Complete TT Rockstars homework.
- Share your child's Bakewell Brilliant book!
- Check out our website.



BMJS Reading Expectations



Parents

- Engage with your child's 'Bakewell Brilliant Book'. Talk to them about it, read some together and help to encourage a love of stories! Please **comment about Bakewell Brilliant Book once a week** in this reading record.
- Read with your child on **Big Cat at least three times per week**. Comment in reading record with the date, book title and pages read.

Staff

- Reading record checked once a week (Friday). Book will be stamped and a comment sometimes made.

Collins Big Cat log in information

U- ukbakfirstnamesurname

P- Reading1



Additional support

Feedback from our last curriculum evening- support for parents.

All subjects-

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Maths booklets-

<https://whiterosemaths.com/parent-resources>





THANK-YOU

Any questions?

