



BMJS

CURRICULUM EVENING

Spring term

2023

Eyam teachers

Miss Holmes and Mr Tomlinson

Monday- Mr Tomlinson	English	Maths	Geog/ Hist	PE
Tuesday- Mr Tomlinson	English	Maths	MFL	History
Wednesday- Miss Holmes AM, Mr Tomlinson PM	English	Maths	Spellings/ Handwriting	RE
Thursday- Miss Holmes	English	Maths	PE	Science
Friday- Miss Holmes	English	Maths	Art/DT	PSHE

CURRICULUM MAP



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

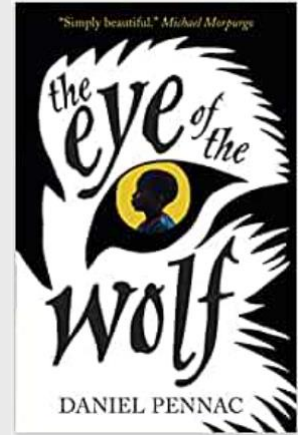


English

Spring term 1

Spring term 1

Born worlds apart: a wolf from Alaska and a boy from Africa ... The wolf has lost nearly everything on his journey to the zoo, including an eye and his beloved pack. The boy too has lost much and seen many terrible things. They stand eye to eye on either side of the wolf's enclosure and, slowly, each makes his own extraordinary story known to the other ... Master storyteller Daniel Pennac weaves a tale that is magical, mysterious and utterly unforgettable. Look into the *Eye of the Wolf* and you will be captivated.



- Describe settings, characters and atmosphere in narrative.
- Explore characters' thoughts and feelings
- Expand noun phrases
- Make predictions
- Use the text to help improve sentences
- Write narrative from a different perspective

ASSESSMENT

To tell the story of one of the animals in *Eye of the Wolf* for an audience of children their own age.



English Spring term 1 continued

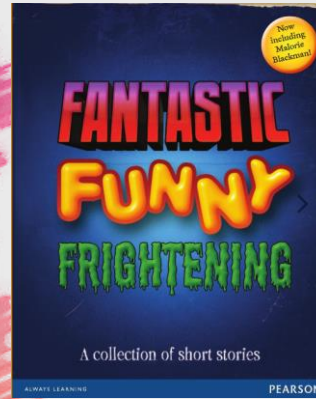
Discussion builds on what children have learned about non-fiction projects in previous years.

Discussion isn't just explanation. It's not about simply giving facts or writing about the consequences of something nor is it just a persuasive piece. It's not there simply to promote and champion your position nor is it there simply to challenge or destroy another's. Instead, discussion brings all of these skills together. Children will learn to consider more than one point of view and use recounts, explanation and persuasion to better understand both sides.

Assessment

Write a discussion text to cover the subject of animals in captivity.

English Spring term 2



In this unit, the children explore and compare style in different genres. They read the interactive eBook, asking questions and developing understanding of inference and the author's use of language, structure and presentation.

Assessment- After exploring different genres, they select their favourite and write stories for younger readers.

Persuasion is when you advocate for something. It means you champion it, support it and try to stand up for it. This project will give children first-hand experience of undertaking and writing up original research. It will also provide the opportunity for them to learn about local causes and the power of community action.

Assessment- Children will write their own persuasive article about a cause they believe is worth while.



Maths

Year 5

MATHS 
NO PROBLEM!

Chapter 6- Fractions

Adding & Subtracting

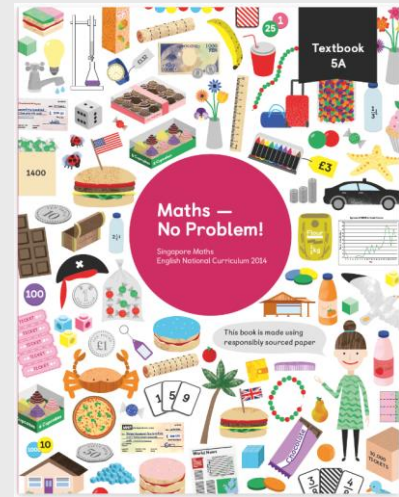
Comparing and ordering

Converting between improper and mixed numbers.

Multiplying fractions by a whole number.

Moving on to the second textbook fairly soon, however there will be areas that need consolidating before doing so.

We are starting to try and increase the children's ability to break down word problems and really understand what the question is looking for, this is happening at the start of the day after register.







Science

Spring 1

Electricity

How our knowledge of electricity has changed over time.

Scientific symbols for parts of a circuit.

Drawing circuit diagrams.

Investigation- planning, conducting, recording, investigating.

Vocabulary:

Battery, wires, switch, fair test, diagram, circuit.



Science

Spring 2

Evolution and Inheritance

- Scientific concept of inheritance.
- Scientific meaning of adaptation.
- Theory of evolution
- Fossil records.
- Understand how human beings have evolved.
- I can explain how adaptations can result in both advantages and disadvantages.
- How human intervention affects evolution.

Vocabulary: Evolution, inheritance, variation, DNA, ancestor, modification

Is it better to express your religion in arts and architecture or in charity and generosity?



RE (Religious Education) Spring 1&2



Bakewell Methodist Junior School

RE knowledge organiser

Key questions

What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?

How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?

Muslim calligraphy, painting and poetry: what is inspiring?

How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?

Can a Christian place of worship be a building for the 'glory of God'? What does this mean?

How and why do Muslim charities try to change the world?

How and why does Christian Aid try to change the world?

What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?

Vocabulary

Key Vocabulary	
Ummah	the worldwide community of Muslims
Zakat	the pillar of charitable giving and wealth and poverty
Sacred	connected with God or a god
Architecture	The art or practice of designing and constructing buildings.
Calligraphy	Decorative handwriting or handwritten lettering.
Charity	The voluntary giving of help, typically in the form of money, to those in need.
Generosity	Showing a readiness to give more of something, especially money, than is strictly necessary or expected.



Ahmed Moustapha's painting has 99 small cubes, each one written beautifully with one of the beautiful names of Allah. Find out lots more on his website www.fenoon.com/

An example of a beautiful mosque

Is it better to express your religion in arts and architecture or in charity and generosity?

Sticky Knowledge

Stained glass windows are a key aspect in a Christian place of worship as they illustrate key parts of Jesus' life. Muslims make beautiful writing, but no pictures of Allah. Islamic Relief/Muslim Aid – two of the biggest Muslim charities in the UK.



This is Christian Aid

We are a global movement of people, churches and local organisations. We are the changemakers, the peacemakers, the mighty of heart.





RE (Religious Education) Spring 1&2

Is it better to express your religion in arts and architecture or in charity and generosity?

- Islamic poetry
- Mosque design
- Christian art (links with spring 2 Methodist art unit)
- Islamic Aid
- Christian Aid

Final assessment

Children will prepare for a debate, considering both sides of the question in their responses.

World War II

The children really seem to be taking a deep interest in this topic. We have focussed a lot of reading and story time on WWII style texts and so they have a rich background knowledge leading up to our school trip.



History- Spring 1

The Outbreak of War

Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.

Golden Learning

I can explain why World War II began and order events from early World War II on a timeline.

Evacuation

Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.

Golden Learning

I know why children were evacuated.

Rationing

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.

Golden Learning

I can describe how people's diets were different during World War II and answer questions about the implementation of rationing



History-

Spring 1

The Role of Women

Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.

Golden Learning

I can find out about women's wartime jobs and describe what they entailed in detail.

The Holocaust

Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.

Golden Learning

I can explain what the Holocaust was and describe some events that happened

Key Events

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.

Golden Learning

I can describe what happened during some key events from World War II and order events on a timeline.

Writing as a Historian.

or

Write a letter as an evacuee. (Link to Goodnight Mr Tom- Class Storytime book)

Design Technology

Spring 1



WW2 air raid shelters



- Comparing different WW2 air raid shelters.
- Building a paper Anderson Shelter.
- Building a Morrison Shelter.
- Designing their own shelter (CAD).

Methodist Art



Art

Spring 2

Jesus said 'I am the bread of life'	Jesus said 'I am the Good Shepherd'	Jesus said: 'Do to others what you want them to do to you.'
Jesus said 'This bread is my body. This wine is my blood. Remember me when you eat and drink'	'The angel said: 'Peace on earth and good will to all, because today a saviour is born in Bethlehem.'	'Christ died, once for all, the good for the bad, so that he might bring us to God'
'In the beginning was the Word. And the word became human, and lived with us.'	Jesus said 'Love the Lord your God and love your neighbour as you love yourself.'	'The angel said: Jesus is not here. He is risen. Don't look for the living among the dead.'

Children will be given a quote from the Bible and asked to create their own piece of art using the Methodist artists (displayed in the hall) as inspiration.



Music

UKS2



Listening- Connect It by Anna Meredith
Focussing on using movement and body percussion to create sound and rhythm.

We have already learned the basic steps of this, and the children have identified driving rhythms, relentless beat, regular pulse, drive, energy, repetition and pattern. Applying this into their first attempt at a performance.



PHSE / RSE

Spring 1

Growing up

- Human life cycle and how bodies change during puberty
- Revisiting differences in reproductive system between boys and girls
- Periods
- Emotional and physical changes during puberty
- Children learn how a baby is conceived and born
- They learn that although people's bodies may be ready to have/make babies, they as people are not ready in many other ways (emotionally, financially, and educationally)
- Consent
- Self esteem and body image



PHSE / RSE

Spring 2

Being me

- Talents and abilities
- Autism
- Change (things in the world they care about)
- School life



MFL

Spring 1

French- Let's go shopping

Understanding the name of items and how to ask for them. Holding conversations from different roles.

Understanding where shops are in positional language, in relation to other things.

Looking at clothes and the words for dark and lighting.

Recapping numbers- understanding how to pay for things, develop a shopping list and buy items.

Assessment- Role play experience. Teacher assessed by listening to children in pairs re-create a French shopping experience. Children will have prompt sheets available!



PE

Spring 1

Dance

The children are all learning the basics of dance and using these skills to create a performance within a group.

Spring 2

Striking and field games

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





THANK-YOU

Any questions?

