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| **Class 3 YEAR C** | **Autumn** | | **Spring** | | **Summer** | |
| **Themes** |  | | **Mighty Movement** | | **Mayans** | |
| **Talk for Writing**  Teaching Texts | **F – Stone Age Boy – flashback**  **F- Guy Fawkes as a narrative**  **NF – Hawk Ridge Farm Park – persuasive writing**  **Poetry –The Lost Words**  **Fact file – The circulatory system**  **Non chronological report – Pandora** | | **F – Flood or**  **F Journey to the River Sea by Eva Ibbotson**  **NF - Newspaper article**  **NF – Stuff You Should Know**  **Poetry – A River** | | **F – The Shadow Cage**  **NF – What a Wonderful World**  **Poetry – Where My Wellies 2** | |
| **Literature** | **Class read**  **Stig of the Dump**  **The Lion the Witch and the Wardrobe** | | **Class read**  **Journey to the River Sea- Eva Ibbotson**  **Why the Whales Came- Michael Morpurgo** | | **Class read**  **Y4 Perry Angel’s Suitcase- Glenda Millard**  **Y5 Farther – Graham Baker-Smith** | |
| **Maths** | Number/Place value  Multiplication and division  Fractions Decimals  Area Perimeter Volume  Statistics | | Addition subtraction  Multiplication and division  Fractions - Ratio  Decimals and Percentages  Measurement – converting units | | Geometry Properties of Shape  Geometry position and direction  Y6 SATs  Measurement Time  Investigations and consolidation | |
| Counting, Time Tables, Applying number bond skills e.g. decimals, Telling and reading the time | | | | | |
| **Computing** | Use search technology effectively and appreciate how results are selected and ranked.  **Year 4 – Online**- Upload and download to/from a cloud storage server.  Understand what a network is, including the internet.  Purple Mash Year 4 Unit 4.7  **Year 5 – Online**- I can use search technologies effectively, appreciating how results are selected and ranked.  Various Search technologies are taught more specifically in unit 4.7. Children will utilize this knowledge in many Internet based sessions in all areas of the curriculum.  **Year 6 Online** – I can be discerning in evaluating online content.  Use video conferencing (skype).  Purple Mash Unit 6.2 | | Sequencing, selection and repetition in programs.  **Year 4 – Programming** – Use ‘if…then…’ conditional statement.  Use Purple Mash Units 4.1 4.5  **Year 5 – Programming**- Design, write and debug my own programme which accomplishes specific goals.  Create a background, detail and sprite for a game.  Add inputs to control and play the game.  Purple Mash Units 5.1 5.5  **Year 6 – Programming** – Control and edit variables.  Create a game that involves conditional statements.  Purple Mash Unit 6.6 | | Select use and combine a variety of software on a range of digital devices.  (Camera/filming/ipad)  **Year 4 – Online**- Upload/download to/from a cloud storage server.  Understand what a network is, including the internet.  **Data** - Design a questionnaire to collect data.  Create a database from information collected.  Use Purple Mash Units 4.2 4.7 4.8  **Year** **5 – Online** – I can use search technologies  effectively, appreciating how results are selected and ranked, and be discerning in evaluating content.  **Data** – I can use a spreadsheet to input data and calculations.  I can sort and filter information.  Use Purple Mash Unit 5.2  **Year 6 – Online** - I can use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating content.  **Data** – I can create graphs from a spreadsheet.  I can use formulae accurately in spreadsheets.  Use Purple Mash 6.2 | |
| **Science** | Catch up curriculum  The digestive system  The circulatory system  Teeth  **Year 4** Pupils should be taught to:   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey   **Year 5** Pupils should be taught to:   * describe the changes as humans develop to old age   **Year 6** Pupils should be taught to:   * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans | | Forces and Magnets  **Year 5** Pupils should be taught to:   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect   **Earth and Space**  **Year 5** Pupils should be taught to:  describe the movement of the Earth and other planets relative to the sun in the solar system  describe the movement of the moon relative to the Earth  describe the sun, Earth and moon as approximately spherical bodies  use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky  Sound  **Year 4 -** Pupils should be taught to:   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it   recognise that sounds get fainter as the distance from the sound source increases | | States of Matter  **Year 4 -** compare and group materials together, according to whether they are solids, liquids or gases   * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature   **Year 5** Pupils should be taught to:   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes   explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | |
| AT1 Working scientifically and the uses and implications of science today and in the future. | | | | | |
| **RE** | Domestic Church - Family, Ourselves, Belonging - Life Choices, Hope - Advent and Christmas | | Sacrifice, Transformation, Judaism, Islam | | Freedom and responsibility, Stewardship, Hinduism, Sikhism. | |
| **PE** | Ball skills | Gymnastics | Dance | Games/Handball | Athletics | Quick cricket/ Outdoor Adventures |
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| **History**  Recall, select and organise historical information  -Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms | **Stone age and Bronze Age enquiry**  **Objectives**  Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain  Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age  Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer  Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain  Identify, describe and explain the purpose of monuments, both historically and modern day  Demonstrate understanding through explaining the significance of a monument either in the local area as part of a local investigation and/or a monument of global importance (see also possible homework activities)  Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout  Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale  Suggest and describe possible additional wooden and cloth features of the stone monuments at Merrivale and justify their choice  Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age  Based on their knowledge with additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief  **Skills**  Year 3 - Place the time studied on a time line  -Use dates and terms related to the study unit and passing of time  -Sequence several events or artefacts  Find out about every day lives of people in time studied  -Compare with our life today  -Identify reasons for and results of people's actions  -Understand why people may have wanted to do something  Year 4 - Place events from period studied on time line  -Use terms related to the period and begin to date events  -Understand more complex terms eg BC/AD  Use evidence to reconstruct life in time studied  -Identify key features and events of time studied  -Look for links and effects in time studied  -Offer a reasonable explanation for some events  Year 5 - Know and sequence key events of time studied  -Use relevant terms and period labels  -Make comparisons between different times in the past  Study different aspects of different people - differences between men and women  -Examine causes and results of great events and the impact on people  -Compare life in early and late 'times' studied  -Compare an aspect of lie with the same aspect in another period  Year 6 - Place current study on time line in relation to other studies  -Use relevant dates and terms  -Sequence up to 10 events on a time line  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  -Compare beliefs and behaviour with another time studied  -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  -Know key dates, characters and events of time studied | | **Anglo-Saxons**  **Objectives**  Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain for ever  Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed  Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns  Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan  Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been  Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country’s conversion to Christianity and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen  Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out  **Skills**  Year 3 - 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Place current study on time line in relation to other studies  -Use relevant dates and terms  -Sequence up to 10 events on a time line  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  -Compare beliefs and behaviour with another time studied  -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  -Know key dates, characters and events of time studied | | **Mayans Enquiry**  **Objectives:**  Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like  Identify, describe and provide reasons to explain the occupations of modern Maya people  Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning  Understand through explanation the purpose of the ancient Maya city of Chichen Itza  Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions  Explain the social and religious importance of the Maya ball game pok-a-tok  Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and justify their conclusions | |
| **Geography** |  | | **What is a river? Enquiry**  **Objectives**  Identify and describe how physical features of rivers change from source to mouth  Offer reasons to explain why the course of a river changes as it flows from higher to lower ground  Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river  Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things  Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife  Describe the components of the hydrological or water cycle and explain the important role that rivers play  Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure  Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding  Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall  Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London | | **Why are jungles so wet and desserts so dry? Enquiry**  Objectives  During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:   * **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom; * **Identify, describe** and begin to offer **reasons** for the distribution of different types of climate around the world; * **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world; * **Construct** a climate graph from temperature and rainfall data for their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements**; * **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there; * **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall. * **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world. | |
| Geographical skills and Fieldwork. E.g. Maps, atlases, 8 point compasses, grid references. | | | | | |
| **Art and Design** | 3D Y4 - Compares and recreates form and shape to natural and man-made environments.  Plan, design, make and adapt materials.  Shows an awareness of texture, form and shape by recreating an image in 3D.  Y5 - Use recycled natural and man-made materials to create sculpture.  Shape, form, model and join materials.  Creates 3D sculptures from observation or imagination.  Y6 - Looks at 3D work from a variety of genres and develops own response through experimentation.  Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings.  Collage Y4 - Match the tool to the material.  Develop an awareness of contrasts in texture and colour.  Decide on the best adhesive for the given task.  Y5 - Use a range of media to create collage. Experiment with using Batik.  Select and use materials for a specific outcome.  Y6 – Use different techniques, colours and textures when designing and making pieces of work.  Be expressive and analytical to adapt, extend and justify their work.  Applies knowledge of different techniques as a form of expression.  Photography Y4 - Experiences the effect of light and magnification on transparencies.  Explores creative slide making using felt-tip pens, feathers, gauzes and food dyes.  Y5 - Is aware of the processes involved in developing photographs and slides.  Create a flick book to give the impression of movement.  Y6 – Creates simple images on photographic paper by placing shapes and objects on paper and fixing.  Build a pinhole camera and uses it to explore close-up and distant images.  Uses ICT to create simple images. | | Textiles and Printing Y4 - Use a wider variety of stitches.  Observation and design of textural art.  Experiment with creating mood, feeling and movement.  Y5 - Use stories, music and poems as stimuli.  Use Plaiting, stapling, stitching and sewing techniques.  Study artists using textiles.  Y6 - Cut and stitches patterns.  Develop experience in embellishing.  Printing - Y4 - Interpret a variety of environmental and manmade patterns.  Use resist printing such as marbling, silkscreen and cold water paste.  Y5 - Choose printing method appropriate to task.  Build up layers and colours/textures by combining prints.  Y6 – Build up drawings and images of whole or parts of items using various techniques.  Use screen printing.  Explore printing techniques used by various artists. | | Drawing and Painting  Y4 - Identify and draw the effect of light.  Use line, tone, shade, pattern and texture.  Alter and refine drawings.  Begin to use scale.  Y5 - Draw the effect of light on objects and people.  Use a variety of textures.  Begin to use perspective.  Y6 - Draw the effect of light on objects and people from different directions.  Experiment with tone, texture, line, shape and colour.  Use perspective.  Painting  Y4 - Use colour mixing and matching using tint, tone and shade.  Create pattern using different colours and tools.  Use colours to express mood.  Y5 - Use tint, tone, shade and hues of colours in painting.  Investigate symbols, shapes, form and composition.  Use different methods and techniques to reflect mood.  Y6 – Explore the effect of light, colour, texture and tone.  Colour for different purposes.  Work independently to paint on paper and fabric. | |
| Drawing, Colour mixing, Painting, Printmaking, 3D, Textiles | | | | | |
| **Design and Technology** | Complex structure | |  | |  | |
| Design, Make and Evaluate and Technical knowledge to include Cooking and Nutrition, Electrical Systems, Mechanical Systems, Complex Structures whilst applying their understanding of computing to programme, monitor and control their products. | | | | | |
| **Music** | * Composition * Pupils develop an understanding of musical composition. * Pupils perform in an ensemble * Pupils develop an understanding of the history of music * Outdoor choir - singing | | Controlling pulse and rhythm  Pupils explore dynamics, timbre, tempo and texture.  Pupils learn to sing with expression.  Pupils use and understand staff and other musical notations.  (Solar System/ Our community)  Use Purple Mash  2Beat | | * Listening, Memory and Movement * Pupils listen with attention to detail and recall sounds. * Pupils play and perform using their voices and musical instruments. * Pupils appreciate a wide range of record music * (celebration/ life cycles) | |
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| **PSHE** | **Health and well being**  **Healthy Life style**  **Growing and changing**  **Keeping safe** | | **Living in the wider world**  **Rights and responsibilities**  **Taking care of the environment**  **Money** | | **Relationships**  **Feelings and emotions**  **Healthy relationships**  **Valuing differences** | |