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| **CLASS 3** | **Autumn 2019** | | | **Spring** | | | **Summer** | | |
| **Themes** | **Back In Time** | | | **Out of India** | | | **Greece** | | |
| **Talk for Writing**  Teaching Texts | **Narrative The Wooden Horse**  **F - Boudicca description**  **F- Eye witness account – the battle**  **NF – Trojan Horse enquiry- fact or fiction?**  **Cross curricular links with history**  **Poetry – Hadrian’s wall soldier poem** | | | **F – Narratives from no nonsense literacy (tales from India)**  **NF – explanation texts**  **Non chronological report**  **Poetry – poems about India** | | | **F – Greek myths**  **NF – Persuasive Leaflets**  **Cross curricular links with Geog – climate change**  **Poetry – Ancient Greek poetry** | | |
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| **Maths** | Roman Numerals Place value  Addition and Subtraction  Number Sense  Multiplication and Division  Statistics  Measurement Perimeter Area and Volume | | | Place Value  Fractions, Decimals and Percentages  Geometry, Angles and Positions  All four operations (Measures)  Year 6 Algebra | | | Number Sense  All four operations (Measures)  Shape and symmetry  Fractions  Number Sense | | |
| Counting, Time Tables, Applying number bond skills e.g. decimals, Telling and reading the time | | | | | | | | |
| **Computing** | Design programmes including those controlling or simulating physical systems.  **Year 3 – Programming** –Write a programme using simple algorithms.  Use the ‘loop’ function.  **Year 4 – Programming** – Use ‘if…then…’ conditional statement.  **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.  **Year 6 – Programming** – Control and edit variables.  Create a game that involves conditional statements. | | | Design, Write and Debug  (Detect and correct errors in algorithms.)  **Year 3 – Programming** –Write a programme using simple algorithms.  Use the ‘loop’ function.  **Year 4 – Programming** – Use ‘if…then…’ conditional statement.  Detect simple errors and debug a programme.  **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.  **Year 6 – Programming** – Control and edit variables.  Create a game that involves conditional statements and evaluate/improve my game. | | | Select use and combine a variety of software on a range of digital devices.  (Excel, classification key)  **Year 3 – Online**- Use a search engine efficiently including methods of finding specific types of data.  **Data** –Design a questionnaire to collect data.  Create a database from information collected.  **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.  **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.  **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 search technology effectively and appreciate how results are selected and ranked. Use technology safely. Understand computing networks including the internet. | | | | | | | | |
| **Science** | **Electricity, Changing Circuits and** **Light**  **Year 4 - Electricity**  Pupils should be taught to:  -identify common appliances that run on electricity  -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  -recognise some common conductors and insulators, and associate metals with being good conductors  **Year 6 – Electricity**  Pupils should be taught to:  -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  -use recognised symbols when representing a simple circuit in a diagram  **Year 6 – Light**  Pupils should be taught to:  -recognise that light appears to travel in straight lines  -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | | | **Adaptations**  **Science**  **Year 4** Animals including humans  Construct and interpret a variety of food chains, identifying producers, predators and prey  **Year 4** Living things and their habitats  Recognise that living things can be grouped in a variety of ways  Recognise that environments can change and that this can sometimes pose dangers to living things  **Year 5** Living things and their habitats  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals  **Year 6** Living things and their habitats  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals  Give reasons for classifying plants and animals based on specific characteristics  **Evolution and inheritance**  **Year 6** Evolution and inheritance  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution  **Yea 6 -** Pupils should be taught to:  -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | | **Living things and their habitats**  **Year 4 -** Pupils should be taught to:  -recognise that living things can be grouped in a variety of ways  -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  - recognise that environments can change and that this can sometimes pose dangers to living things  **Year 5 -** Pupils should be taught to:  -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  -describe the life process of reproduction in some plants and animals  **Year 6 -** Pupils should be taught to:  -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  -give reasons for classifying plants and animals based on specific characteristics | | |
| Working scientifically:  **During years 3 and 4,** pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   asking relevant questions and using different types of scientific enquiries to answer them   setting up simple practical enquiries, comparative and fair tests   making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers   gathering, recording, classifying and presenting data in a variety of ways to help in answering questions   recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables   reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions   using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions   identifying differences, similarities or changes related to simple scientific ideas and processes   using straightforward scientific evidence to answer questions or to support their findings.  **During years 5 and 6,** pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary   taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate   recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs   using test results to make predictions to set up further comparative and fair tests   reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations   identifying scientific evidence that has been used to support or refute ideas or arguments. | | | | | | | | |
| **RE** | Creation; Prayers, Saints and Feasts; Islam; Sacraments; Advent; Christmas | | | Epiphany; Revelation; Lent; Holy Week | | | Easter; Pentecost and Mission; Judaism; Sikhism and Hinduism; Big Questions of Faith | | |
| **PE** | Games (Invasion)–  **High5 Netball** | Dance | | Gymnastics | | Games (N/W)-  **Tennis** | Games (S/F) | | Athletics |
| Swimming for each year group for 6 weeks / Daily GoNoodle | | | | | | | | | |
| **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 | Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43  Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43  Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision  Understand through explanation the difference between historical evidence and legends and folklore  Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain  Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122  Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built  Describe what a gladiator was and what occurred at gladiatorial games  Explain who ianistae were and why they owned and trained gladiators in private schools  Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians | | | **The British Empire - enquiry**  • Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony;  • Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant;  • Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared;  • Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views;  • Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation. | | | **Trojan Horse – enquiry (3 Sessions)**  **• Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;**  **• Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions;**  **• Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision;**  **• Review and evaluate the ‘historical’ evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.**  **Skills:**  Year 4 - Look at the evidence available  -Begin to evaluate the usefulness of different sources  -Use text books and historical knowledge  Use evidence to build up a picture of a past event  -Choose relevant material to present a picture of one aspect of life in time past  - Ask a variety of questions  -Use the library and internet for research  Year 5 - Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events  · Begin to identify primary and secondary sources  -Use evidence to build up a picture of a past event  -Select relevant sections of information  -Use the library and internet for research with increasing confidence  Year 6 - Link sources and work out how conclusions were arrived at  -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  -Be aware that different evidence will lead to different conclusions  -Confidently use the library and internet for research  Recognise primary and secondary sources  -Use a range of sources to find out about an aspect of time past  -Suggest omissions and the means of finding out  -Bring knowledge gathered from several sources together in a fluent account | | |
| **Geography** | **How and why is my local area changing?**  -Identify, describe and give reasons for why environments change  -Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life  -Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment  -Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual  -Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations  -Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world | | | **How is India saving the Tiger?**  **Learning Objective**  -Identify, recognise and describe the main characteristics of tigers and explain how scientists classify these features  -Identify and describe through observation the present day distribution of tigers in the world and suggest reasons why their range has declined so dramatically  -Identify and describe through observation the habitat in which Bengal tigers live in India and explain some of the ways in which tigers are adapted to living within it  -Explain why natural tropical forest vegetation grows so widely in India with reference to the characteristics of the three main climatic regions of the world  -Compare and contrast through the construction and analysis of climate graphs the pattern of weather where they live with Kandla in India and reach conclusions and make judgements about the climatic challenges faced by people living in India  -Compare and contrast the polar climate of Igaluit with the tropical climate of Kandla and the temperate climate of where they live and make judgements about the benefits and challenges of living in each  -Describe the main climatic features of the ‘bursting of the monsoon’ each year in India and demonstrate understanding through explanation and empathy of some of the ways in which its arrival is physically and culturally so important  -Understand through explanation and evaluation why the annual arrival of monsoon rains in India is both loved and feared by many and make judgements about whether the benefits outweigh the costs for Sarita  -Describe and critique the methods used by mathematicians to count the number of tigers in India and evaluate, reach conclusions and make judgements about the validity and trustworthiness of their results and the implications of this for tiger conservation  -Explain why there appears to have been a small rise in tiger numbers in India thanks to the efforts of its government during the past decade and evaluate and reach judgements regarding the best approach to persuading all governments around the world to take action to ensure its survival | | | **Mountains or climate change** | | |
|  | **Geographical enquiry:**  **Year 4** Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid  • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps  **Year 5** Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places  • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life  **Year 6** Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places  • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it | | | | | | | | |
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| **Art** | Sculpture | | | Print Making | | | Drawing | | |
| Drawing, Colour mixing, Painting, Printmaking, 3D, Textiles | | | | | | | | |
| **Design and Technology** | Cooking and Nutrition | |  | | | |  | | |
| 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**  **(Yr4 ME)** | * Pupils use and understand staff notation * Pupils explore structure, timbre and texture. * Pupils create their own music * (poetry/ environment) | | | * Pupils listen to, review and evaluate music. * Pupils appreciate and understand a range of music drawn from different traditions. * Pupils improvise and compose music. * (Around the world/ communication) | | | * Pupils learn to sing and play a musical instrument. * Pupils develop an understanding of musical composition. * (Food and drink/ ancient worlds) | | |
| **Instrumental Music** |  | | |  | | |  | | |
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| **MFL** |  | | |  | | |  | | |
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| **PSHE and RSE** | **Developing confidence and responsibility and making the most of our abilities**  Active citizenship.  Caring for the environment. | | | | **Developing a healthy, safer lifestyle.**  Drugs education.  Healthy Eating  Emotional health and well-being.  Safety Education | | **Developing relationships and respecting differences between people.**  Careers  Anti-Bullying | | |