

Class 3

	Autumn 1 + 2 2018	Spring 1 + 2 2019	Summer 1 + 2 2019
Whole school theme	Home Sweet Home	Potions, Explosions and Dreams	A moment in time.
English	<p>Fiction: Stone age boy (Linked to topic unit) The Journey Home (Linked to Science unit)</p> <p>Non-fiction: Instructions - A new invention for survival. Biographies - About John Daniels Fact files about the local area.</p> <p>Poetry: free verse, Christmas poetry</p>	<p>Fiction: George's marvellous medicine</p> <ul style="list-style-type: none"> • Writing recipes • Writing poems <p>Fiction: The BFG Writing their own adventure story</p> <p>Poetry: Michael Rosen - Free verse poetry Witches by Roald Dahl</p>	<p>Non-fiction: Newspaper reports</p> <p>Fiction: The Great Kapok Tree by Lynne Cherry Writing dilemma stories Exploring persuasion. Exploring Maya Myths and Legends.</p> <p>Poetry: Exploring narrative poetry Writing a poem focused around an animal from 'The Great Kapok tree.'</p>
Maths	<p>Number: Place Value Addition and subtraction Multiplication and division</p> <p>Reviewing: 2, 3, 5 and 10 times tables. Focus times tables: 4</p>	<p>Number: Multiplication and division. Measurement: Length, perimeter and area. Number: fractions and decimals</p>	<p>Measurement: Money Statistics Measurement: Time Geometry - properties of shape Measurement: Mass and capacity Geometry: Position and direction</p>

<p style="text-align: center; color: red;">Science</p>	<p>Unit: States of matter (Chemistry) Materials have physical properties which can be investigated and compared. <i>Planning, predicting, conducting and evaluating investigation objectives:</i></p> <ul style="list-style-type: none"> • <i>Set up reliable and accurate investigations.</i> • <i>Make and explain predictions.</i> • <i>Make and record accurate observations.</i> • <i>Use scientific language to explain their findings.</i> • <i>Be able to ask and answer questions based on their learning using scientific language.</i> <p>Unit: Living things and their habitats. (Biology) Life exists in a variety of forms and goes through cycles - animals.</p>	<p>Unit: Electricity (Physics) Electricity can make circuits work and can be controlled to perform useful functions.</p> <p>Researching significant scientists: Edward Jenner.</p>	<p>Unit: Working scientifically Exploring science investigations linked to the Mayas.</p> <ul style="list-style-type: none"> • Planning investigations • Conducting experiments • Recording evidence • Recording findings • Conclusions and predictions <p>Contact forces: How does moving a rock on sand compare with moving a rock on another surface? Reversible and Irreversible changes: Do rocks dissolve? Conditions for growing plants: Can we grow our own food crops? Magnets: What can we find out about how compasses work? Identifying and grouping everyday materials: Making dye from plants, writing set of instruction for plant dye.</p>
<p style="text-align: center; color: red;">History</p>	<ul style="list-style-type: none"> • Explore changes in Britain from the Stone age to the Iron age. • Complete a local history study about Uley. 	<p>History of medicine Romans - herbal remedies Plague of London Florence Nightingale - World War 1 - Nursing Mary Seacole - Nursing Natural remedies Edward Jenner Small pox - treatment</p>	<p>A non-European society that provides contrasts with British history - one study chosen from: Maya civilization c. AD 900</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
<p style="text-align: center; color: red;">Geography</p>	<ul style="list-style-type: none"> • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology. 	<p>Modern day medicine - medicine safety</p>	<ul style="list-style-type: none"> • Interpret a range of sources of geographical information, including maps.

Computing	E-safety units: <ul style="list-style-type: none"> Powerful passwords Private and personal information 		E-safety units: <ul style="list-style-type: none"> Things for sale They to keywords 	E-safety units: <ul style="list-style-type: none"> Rights of responsibility Writing good emails. 	
D+T	<ul style="list-style-type: none"> Creating useful tools which could have been used Stone Age, Iron age and Bronze age. Creating 3d models on the Uley mills. Cooking and eating food which would have been farmed within Uley. 		<ul style="list-style-type: none"> Making board games which include an electrical component 	<ul style="list-style-type: none"> Making Maya masks Creating package boxes linked to a project 	
Art	<ul style="list-style-type: none"> Create pictures and artwork inspired by the Stone Age. Making 3d models of jewellery and tools used during the stone age, Bronze age and Iron age. 		<ul style="list-style-type: none"> Plant drawings - sketching Flower pressing. Poisonous plants 	A variety of Maya art <ul style="list-style-type: none"> Weaving Jewellery made with clay Ceramic pots/sculptures 	
Music	<ul style="list-style-type: none"> Brass lessons (10 weeks) I sing pop 		<ul style="list-style-type: none"> Music linked to PE dance unit (Creating a dance inspired by 'A million dreams' from the Greatest Showman. 	Music express unit: The class orchestra Exploring arrangements <ul style="list-style-type: none"> Listen to ostinato rhythm patterns in the accompaniment of three songs Compare different accompaniments Choose a favourite accompaniment Identify melodic phrases in Ki yow ah ji neh Perform the Ki yow ah ji neh phrases 	
RE	<p>What do Christians learn from the creation story?</p> <p>What is the trinity and why is it important for Christians?</p>		<p>The Gospels: What kind of world did Jesus want?</p> <p>Salvation: Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Why do some people believe in God and some people not?</p>	
PHSE	My Relationships & Valuing Difference	Anti-Bullying & Equality Teaching Pack	C3: Me in my Community	Pink Resources: Relationships & Sex Ed	Cambridge Scheme Heathy Lifestyles
PE	<p>Outdoor PE</p> <ul style="list-style-type: none"> Netball OAA -linked to history and exploring the local area. <p>Indoor PE</p> <ul style="list-style-type: none"> Gym 		<p>Outdoor PE</p> <ul style="list-style-type: none"> Rugby <p>Indoor PE</p> <ul style="list-style-type: none"> Dance linked to the topic 	<p>Outdoor P.E.</p> <ul style="list-style-type: none"> Cricket <p>Indoor PE</p> <ul style="list-style-type: none"> Activities delivered by the Health Activator in school. (cross curricular link to PSHCE) 	

Language	French Topic areas: <ul style="list-style-type: none"> • Numbers • All about me 	French Topic areas: <ul style="list-style-type: none"> • Families 	
Enhancing the curriculum Visitors Trips	I sing Pop Anti-Bullying Week Children in need Jumper Day School trip to two different local mills.	E-safety day World Book Day Comic relief	Sports Day KS2 production School Fete Trip to Cadbury's world