

Class 3

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	Autumn 1 + 2 2020	Spring 1 + 2 2021	Summer 1 + 2 2021
Whole school theme	Here We Are		
English	Fiction: Stone age boy (Linked to topic unit) Non-fiction: Instructions - How to Wash a Woolly Mammoth Poetry: Tongue Twisters, Christmas poetry		
Maths	Number Place Value Addition and subtraction Multiplication and division Reviewing times tables		

Electricity

- i) identify common appliances that run on electricity
- ii) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- iii) 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
- iv) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- v) recognise some common conductors and insulators, and associate metals with being good conductors

Scientific Enquiry

- i) asking relevant questions and using different types of scientific enquiries to answer them
- ii) setting up simple practical enquiries, comparative and fair tests
- iv) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- v) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- vii) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

History	<p>Explore changes in Britain from the Stone age to the Iron age. Complete a local history study about Uley.</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 		
Geography	<p>Local study - Uley Bury Areas linked to Stone-Age, Bronze-Age and Iron-Age</p> <ul style="list-style-type: none"> • Study UK counties, cities, regions, physical features, land use and changes over time • Understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping • Use a range of methods to study the local area 		
Computing	<p>E-safety units:</p> <ul style="list-style-type: none"> • Powerful passwords • Private and personal information 	<p>E-safety units:</p> <ul style="list-style-type: none"> • Things for sale • They to keywords 	<p>E-safety units:</p> <ul style="list-style-type: none"> • Rings of responsibility • Writing good emails.

D+T	<p>Create pictures and artwork inspired by the Stone Age.</p> <p>Exploring jewellery during the stone age, Bronze age and Iron age.</p>		
Art	<ul style="list-style-type: none"> • Develop products fit for purpose • Communicate design ideas in various ways Use a wider range of tools and materials • Evaluate existing products and improve own products • Build and strengthen more complex structures • Use mechanical, electrical and computing systems in own products • Use sketchbooks to collect, record and evaluate ideas • Improve skills in drawing, painting and sculpture, using various materials • Learn about great artists, architects and designers 		
Music	<p>Animal Magic - Music Express</p> <p>To develop children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p> <ul style="list-style-type: none"> • Use instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Use and understand musical notation 		
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 value for this term is hope</p>		

<p style="text-align: center; color: red;">PHSE</p>	<p>Autumn term 1 PSHCE lessons will be focused around the book 'Here we are' as a stimulus for discussion around special places in our lives, special people and the impact of our choices on the environment.</p> <p>Autumn term SCARF units: Me and My relationships Themes covered:</p> <ul style="list-style-type: none"> • Feelings • Emotions • Conflict • Resolution • Friendship <p>Valuing difference - including British Values</p>			
<p style="text-align: center; color: red;">PE</p>	<p>Multi-skills - improving fitness levels through circuit training</p> <ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination 			
<p style="text-align: center; color: red;">Language</p>	<p>French Topic areas:</p> <ul style="list-style-type: none"> • Numbers • Days of the week, months of the year 	<ul style="list-style-type: none"> • 		
<p style="color: red;">Enhancing the curriculum Visitors Trips</p>	<p>Resources and video lesson from Museum in the Park to support history Anti-Bullying Week Children in need Jumper Day</p>	<p>E-safety day World Book Day Comic relief</p>	<p>Sports Day KS2 production School Fete</p>	