

Class 3

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	Autumn 1 + 2 2020	Spring 1 + 2 2021	Summer 1 + 2 2021
Whole school theme	Here We Are	Stepping out into the world (Geography focus)	Circle of Life (Science focus)
English	<p>Fiction: Stone age boy (Linked to topic unit)</p> <p>Non-fiction: Instructions - How to Wash a Woolly Mammoth</p> <p>Poetry: Tongue Twisters, Christmas poetry</p>	<p>Remote learning: During the period of remote learning, the English this term has related to the topic focus for the week, with the children revisiting different text types they have previously learnt about. This includes:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Writing Short stories inspired by The Wizard of Oz • Descriptive writing based on 'Pompeii' story. • Diary writing about a Tsunami • Cinderella comparison stories • Story inspired by the Bible story of Moses • Creating a persuasive leaflet about a chocolate bar. <p>Non-fiction:</p> <ul style="list-style-type: none"> • Information texts about Earthquakes • Instructional writing <p>Poetry:</p> <ul style="list-style-type: none"> • Kenning poems to represent Natural disasters. 	<p>English For our English lessons we are focussing on:</p> <p>Fiction Traditional tales: Jack and the Beanstalk Diary entries-</p> <p>Non Fiction Information sheets- polar animals Letter writing- Climate change</p> <p>Poetry Poetry; writing a rap about waste!</p> <p>We will also be completing spelling and grammar tasks three times a week and practising common exception words four times a week.</p>
Maths	<p>Number</p> <p>Place Value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Reviewing times tables</p>	<ul style="list-style-type: none"> • Addition and subtraction- formal written methods • Roman numerals • Multiplying numbers (formal method) • Multiplying and dividing by 10 and 100 • Statistics • Weekly multiplication 	<ul style="list-style-type: none"> • Time- recapping o'clock, half past, quarter past and quarter to. Moving on to 5 minute intervals and time duration • Reading digital, analogue time and converting between the two • Fraction of objects and quantity- including tenths, addition and subtraction • Decimals • Right angles • Parallel and perpendicular lines

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

Working scientifically:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms
- 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 tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests

Science Objectives:

1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
3. Investigate the way in which water is transported within plants
4. Construct and interpret a variety of food chains, identifying producers, predators and prey
5. Recognise that environments can change and that this can sometimes pose dangers to living things

Working Scientifically:

6. Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests
7. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
8. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
9. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
10. Using straightforward scientific evidence to answer questions or to support their findings
11. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
12. Identify differences, similarities or changes related to simple scientific ideas and processes. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

History	<p>Explore changes in Britain from the Stone age to the Iron age.</p> <p>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. 	<p>As part of the remote learning the children will be exploring the achievements of the earliest civilizations, including looking at where and when the first civilizations appeared. This will include:</p> <ul style="list-style-type: none"> • The Indus Valley • Ancient Egypt • Mayan Civilisations • The Shang Dynasty of Ancient China <p>Cause and Effect:</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about cause. • Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • Can understand how sources can be used to answer a range of historical questions • Can recognise possible uses of a range of sources for answering historical enquiries
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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 	<p>Physical themes</p> <ul style="list-style-type: none"> • Describe and understand key aspects of climate zones, volcanoes and earthquakes • Describe and understand key aspects of volcanoes. <p>Understanding places and connections:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including the water cycle. • Name and locate geographical regions and their identifying physical characteristics: coasts. • Name and locate key topographical features; Use maps, atlases, globes and digital/computer mapping to locate features studied. • Understand how some of these aspects have changed over time. • Use maps, atlases and globes to locate countries and describe features studied. 	<p>Geography Objectives:</p> <p>Locational knowledge</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography</p> <ol style="list-style-type: none"> 3. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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. Exploring jewellery during the stone age, Bronze age and Iron age.</p> <ul style="list-style-type: none"> • Develop products fit for purpose 	<ul style="list-style-type: none"> • Create a Paper Mache erupting volcano • Egyptian Hieroglyphics using different mediums • Chinese calligraphy • Aboriginal art work using the 'dot' effect 	<p>This term for our Art/D.T. lessons the children will be creating artwork inspired by Vincent Van Gogh. Sketching and painting skills by exploring his work in:</p> <ul style="list-style-type: none"> • Sunflowers • The Harvest • Peach tree in blossom

<p style="text-align: center; color: red;">Art</p>	<ul style="list-style-type: none"> • 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 		<p>Skills we are focussing on are:</p> <ul style="list-style-type: none"> • Hatching • Contour hatching • Cross hatching • Random hatching • Stippling
<p style="text-align: center; color: red;">Music</p>	<p>Animal Magic - Music Express 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 		<p>Based around 'The Circle of Life.' From the Lion King</p> <ul style="list-style-type: none"> • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
<p style="text-align: center; color: red;">RE</p>	<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>Spring 1 What kind of world did Jesus want?</p> <p>Spring 2 Why do Christians call the day Jesus died 'Good Friday?'</p> <p>The value for this term is Justice</p>	<p>Summer 1 What does it mean to be Hindu in Britain today? [Dharma]</p> <p>Summer 2 How and why do people mark the significant events of life?</p> <p>The value for this term is Thankfulness</p>

<p style="text-align: center; color: red; font-weight: bold;">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>SCARF units: Spring 1 Rights and responsibilities</p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harolds environment project • Can Harold afford it? • Earning mondy? <p>Spring 2 Being my best:</p> <ul style="list-style-type: none"> • Derek cooks dinner • Poorly Harold • For or against? • I am fantastic • Getting on with your nerves <p>Resilience</p>	<p>SCARF units: Summer 1 Growing and changing</p> <ul style="list-style-type: none"> • Relationship tree • Body space • Secret or surprise? • My changing body • Basic first aid <p>Summer 2 Keeping myself safe</p> <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk Robot • Alcohol and cigarettes.
<p style="text-align: center; color: red; font-weight: bold;">PE</p>	<ul style="list-style-type: none"> • Multi-skills - improving fitness levels through circuit training • Use running, jumping, catching and throwing in isolation and in combination 	<ul style="list-style-type: none"> • Netball • Cricket 	<ul style="list-style-type: none"> • Cricket- improve skills from chance to shine coach • Athletics
<p style="text-align: center; color: red; font-weight: bold;">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"> • Recapping numbers, days of the week, hello, how are you, how old are you. 	<ul style="list-style-type: none"> • All about me • Food glorious food
<p style="color: red; font-weight: bold;">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>