

CLASS 3 CURRICULUM PLAN 2016/2017-DRAFT

Term	Science	English	Geography	History	PSHE, Citizenship, British Values
Autumn 1 Changes in Britain from the Stone Age to the Iron Age	<u>Rocks and fossils</u> <input type="checkbox"/> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <input type="checkbox"/> recognise that soils are made from rocks and organic matter.	<u>Phase 5/6 Letters and Sounds</u> -reinforce understanding of the ‘ed’ suffix for the past tense and ‘ing’ for the present tense. <u>Spelling /Grammar/ Punctuation</u> -Use of the forms ‘a’ or ‘an’. -Expressing time, place and cause using conjunctions. -Expressing time, place and cause using adverbs. <u>Shh! We have a Plan by Chris Haughton</u> -responding to illustration -illustrating a character -rewriting the text as a narrative story <u>The Twits</u> -sensory and figurative language -Debate -character description -Letter writing -creative writing	The UK -Be able to locate and name the countries making up the British Isles, with their capital cities. Settlement during the Stone Age-Iron Age. Europe -To be able to locate the main countries of Europe (including Russia) and identify capital cities of Europe.	Changes in Britain from the Stone Age to the Iron Age Be able to place the time periods chronologically. Learn about key aspects of life in the Stone Age using a variety of resources. Explore changes in Britain including late Neolithic hunter-gatherers and early farmers, Bronze age religion, technology and travel and Iron Age hill forts.	<u>Relationships</u> Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain them. To be aware of different types of relationship e.g. between relatives and friends. Recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Recognise and respond appropriately to a wider range of feelings in others. Understand that their actions affect themselves and others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings.
Autumn 2 Changes in Britain from the Stone Age to the Iron Age	<u>Rocks and fossils</u> <input type="checkbox"/> Describe in simple terms how fossils are formed when things that have lived are trapped within rock The work of Mary Anning and it’s importance to science and history.	<u>Spelling/Grammar/Punctuation</u> -Expressing time, place and cause using prepositions. -Proper and Common Nouns -Dictionary skills. -Paragraphs as a way to group related material.-identify main ideas from more than one paragraph and summarise these. <u>Stig of the Dump</u> -Use conventions of letter writing -Focus on setting and description.			
Spring 1 Mountains and Volcanoes, Italy	<u>Forces and Magnets</u> <input type="checkbox"/> Notice that some forces need contact between two objects, but magnetic forces can act at a distance <input type="checkbox"/> Observe how magnets attract or repel each other and attract some materials and not others <input type="checkbox"/> Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials <input type="checkbox"/> Describe magnets as having two poles <input type="checkbox"/> Predict whether two magnets will attract or repel each other, depending on which poles are facing. Investigation- Battle of the magnets	<u>Spelling/ Grammar/ Punctuation</u> -Express time, place and cause using adverbs and prepositions. -Words with the ‘k’ sound spelt ‘ch’. -Words with the ‘ei’ sound. -The ‘ou’ sound spelt ‘ou’ <u>Olivia Goes to Venice</u> -Interviews and hot seating. -Postcards <u>Shape Poetry</u> Shape poetry based on famous Italian landmarks, explore effects created. Explore key features of shape poems.	European Country-Italy -Be able to identify Italy on a map. -To identify key physical and human characteristic and major cities. -Focus on Venice. Mountains and Volcanoes What is a mountain environment? Where are mountain environments found? What are these places like? What is a volcano? Where are volcanoes found? How are they formed? Identify the highest mountains in the world and compare with the UK.		<u>Living in the wider world</u> Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To discuss what being part of a community means. To think about the lives of people living in other places, and people with different values and customs.

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Term	Computing	RE	Art and Design	Design and Technology	Music	French	PE
<p>Spring 2</p> <p>Mountains and Volcanoes, Italy</p>	<p>Plants</p> <p>Identify the functions of different parts of a flower: stem, leaves and flowers</p> <p>□ Explore the requirements of plants for life in a greenhouse (air, light, water, page setup from seed and different page sizes and they vary in important to plant)</p> <p>-Use cut, copy</p> <p>□ Investigate the way in which plants are transported within plants-Select suitable</p> <p>□ Explore sound and flowers graphs and life cycle of a flower in plants that do not have a key</p> <p>Autumn 2</p> <p>Investigate the use of design</p>	<p>Spelling / Grammar</p> <p>Agreed Syllabus Unit 1 – Words with taking bread and wine show what someone's sound Christian?</p> <p>Exploration in Venice of diaries and other systems to Venice belonging to the church.</p> <p>Non-Chronological Reports in worship help people to feel close to God and their religious community?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	<p>Cave Paintings</p> <p>Teach the able to explore the Stone Age- Iron Age cave paintings, understanding observations.</p> <p>To design and draw own cave paintings based on reports</p>	<p>Stone Age Houses</p> <p>-Explore the key features of homes within the Stone Age to the Iron Age.</p> <p>-Compare the features of homes within each of the three periods.</p> <p>-Design and make a home from one of the time periods.</p>	<p>Taught by Miss Soden</p> <p>Guitar taught by Mr Wiseman</p>	<p>Taught by Mrs Richards</p>	<p>Multiskills</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games modified where appropriate.</p> <p>Develop technique, control, agility and co-ordination.</p>
<p>Summer 1</p> <p>Romans</p>	<p>Animals and humans</p> <p>Identify humans and animals, need the right safety and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>□ Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Investigation- Do</p>	<p>Spelling / Grammar / Punctuation?</p> <p>Understand the significance of nouns using the words assurance, ture, cher.</p> <p>The Iron Man by Ted Hughes</p> <p>Analysed the features of a good story opening, creating atmosphere and everyone's life to build up a character's description.</p> <p>communicate religious belief?</p>	<p>The Wider World</p> <p>-Be able to identify the 7 continents of the world and the 5 Oceans.</p> <p>-Identify the position and significance of the Equator, N and S Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>The Romans</p> <p>Explore why people move between different areas.</p> <p>Be able to place Roman periods in chronological order. Know that the Romans invaded Britain and that the period of conquest was followed by a period of</p>	<p>Health and well being</p> <p>to make informed choices including the shape of eating or balanced Show accuracy and fluency of movement when performing actions.</p> <p>Devise and perform a gymnastic sequence showing a clear beginning, middle and end. Understand that strength and suppleness are important parts of fitness. Develop flexibility, strength, control and balance.</p>	<p>Health and well being</p>	<p>Gymnastics</p> <p>Explore combinations of</p>
<p>Spring 1</p>	<p>Research</p> <p>the longest legs jump for the longest</p>	<p>Agreed Syllabus Unit 3 – Is a</p>	<p>Venetian Masks</p>	<p>Taught by Mrs Richards</p>	<p>Taught by Mrs Richards</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns. Explore imaginative responses to different stimuli. Be able to incorporate different qualities and dynamics into their movement. Link actions to make dance phrases. Perform short dances with expression, showing an awareness of others when moving. Sustain their effort in their dances. Develop flexibility, control and balance.</p>	
<p>Summer 2</p> <p>Romans Visit to Chedworth</p>	<p>Light</p> <p>search to find</p> <p>□ Notice that light is reflected from surfaces</p> <p>□ Find patterns that determine the key of shadows</p> <p>□ Recognise that search need light to see things and that the absence of light is dangerous and that there are ways to protect the eyes</p> <p>□ Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Spelling / Grammar / Punctuation</p> <p>- Horrors</p> <p>Explore the impact of Jewish beliefs on a child.</p> <p>Playing out</p> <p>Explore key features of adaptations of text taken away to playscript</p> <p>Roman Myths/ legends</p> <p>freedom or add to his/her sense of Roman identity?</p> <p>key features of recounts.</p> <p>Italian Artist- Leonardo Da Vinci</p>	<p>To understand the historical and cultural development of Venetian Masks.</p> <p>-To design and make own Venetian Mask to evaluate own and others' work.</p> <p>Italian Artist- Leonardo Da Vinci</p>	<p>Learn about Roman Britain</p> <p>Explore a variety of sources.</p> <p>Explore trade links</p>	<p>Mrs Richards</p>	<p>Mrs Richards</p>	

Spring 2	-E-Safety (link to PSHE)	<p>Agreed Syllabus Unit 4 – Does Easter make sense without Passover?</p> <p>Explore the connections between Easter and Passover, particularly the Last Supper. Do sacred texts have to be true to help people understand their religion? Is religion the most important influence and inspiration in everyone’s life?</p>	<p>-The Mona Lisa -The Last Supper</p>				<p>Health and Fitness related exercise</p> <p>Develop strength and stamina. Develop general fitness. Compare their own performances with previous ones and demonstrate improvement to achieve their personal best. Understand why it is important to warm up and cool down and discuss what happens to the body during exercise.</p>
Summer 1	<p>-E-Safety (link to PSHE)</p> <p>Simple programming</p> <p>-Use sequence, selection and repetition in programs. -Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts.</p>	<p>Agreed Syllabus Unit 5 – Does Jesus have authority for everyone?</p> <p>Explore the life of Jesus from the perspective of his authority. Is religion the most important influence and inspiration in everyone’s life? Do all religious beliefs influence people to behave well towards others?</p>	<p>Mosaic Printing</p> <p>To explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders. To explore and develop different border patterns. To develop and practise the technique of printing individual small squares using a printing stick.</p>	<p>Pizza Making</p> <p>-Focus on key ingredients and explore how they are grown and processed. -Make a pizza</p> <p>Trip to Pizza Express</p>	<p>Taught by Miss Soden</p> <p>Guitar taught by Mr Wiseman</p>	<p>Taught by Mrs Richards</p>	<p>Maypole Dancing</p> <p>Cricket</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop control, technique, agility and co-ordination.</p> <p>Swimming</p> <p>Taught by instructors at Westminster College.</p>
Summer 2		<p>Unit 6 – Can made up stories tell the truth?</p> <p>Explore how Jesus taught truths through story. Do sacred texts have to be true to help people understand their religion? Do all religious beliefs influence people to behave well towards others?</p>					<p>Athletics</p> <p>Recognise and practice different styles of running, jumping and throwing and recognise that you need to choose the best for a particular challenge. Watch and describe and practise specific aspects of running, jumping and throwing styles. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop technique and control.</p>