 St Aidan’s RC Primary School

Maple and Elm Class

2021 – 2022 Curriculum Overview

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| **TERM** | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **THEME** | **Rainforests and Waterfalls** | | **Stone Age to Iron Age** – | | **Violent Earth** | |
| **QUESTION / SCENARIO** | *Are rainforests really that valuable?* | | *Who are our ancestors?* | | *What on Earth is going on?* | |
| **STUNNING**  **STARTER** | Trip to Northumberland Zoo/Aquarium- Rainforest Workshop | | Den building | | Earthquake Origami | |
| **MARVELLOUS MIDDLE** | Green screen augmented reality/ posters with QR to presentation. David Attenborough style documentary make | | Trip to Great North Museum- Stone Age experience  Or Stone age day STEM activities | | Trip to river Wansbeck to see flood barriers | |
| **FABULOUS FINISH** | Carnival – parents in to help design and make masks/decorations/ moving float from box with mini me | | Museum curators  Set up a museum of ‘artefacts’ etc created across topic invite parents/other classes to visit. | | Children to create a functioning volcano- invite parents in to make them or for explosion | |
| **POSSIBLE VISITS**  **/ VISITORS** | Trip to Northumberland Zoo/Aquarium- Rainforest Workshop | |  | |  | |
| **ENGLSH**  **(One off comprehension lesson per week based on Literacy shed plus comprehension texts and lessons: Allows pupils to engage in a range of text types, themes and styles of writing)** | **Author in the spotlight**  **Jeannie Baker**  **(Class Read)** | **Author in the spotlight Katherine Rundell**  **(Class Read)** | **Author in the spotlight**  **Roald Dahl**  **(Class Read)** | **Author in the**  **spotlight**  **AA Milne**  **(Class Read)** | **Author in the spotlight Dick King-Smith**  **(Class Read)** | **Author in the spotlight Anne Fine**  **(Class Read)** |
| **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple Class: Land and Sea**  Virococha (Narrative)  Four Worlds (Narrative)  Around the world (Narrative)  Country Comparison (Information)  Mythical Countries (Information)  The Water Cycle (Explanation)  **Elm Class: (Land and Sea: Mountains) Information Texts**  Female Mountaineers  Mount Everest  Sherpas  Making a Mountain  3 Peaks Challenge | **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple Class: Land and Sea**  Black Pearls Cave (Narrative)  The Lost Plane (Narrative)  Seas and Oceans (Information)  Origins of mermaids (Information)  Little Green Turtle (Narrative)  Layers of the ocean (Information)  **Elm Class: (Land and Sea: The Ocean Depths) Information Texts**  Daredevil dives  Hidden Creatures  Legends of the deep  The Mariana Trench  Heading Down (Narrative) | **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple Class: Women in the Skies (Biographies)**  Amelia Earhart  Amy Johnson  Bessie Coleman  Hazel Hill  Jacqueline Auriol  **Elm Class: (Science Fiction)**  Trash Computer (Narrative)  Portal (Letter)  The Mirror (Narrative)  The Elevator (Narrative)  Submariner (Narrative) | **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple class: (Heroes and Villains)**  How to be a super hero (Instructions)  History of Comics (Information)  Lonely Hearts (Narrative)  Captain Apparatus (Narrative)  The Decider (Narrative)  **Elm Class: (The Human Body)**  Your Brain and You (Information)  The Skeleton (Explanation)  Journey to the centre of your body (Narrative)  Digestion (Explanation)  Bodily Bits and Bobs (Information) | **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple Class: (Angry Earth)**  Flood and Drought (Explanation)  Tremor (Narrative)  ‘The Wave’ (Letter)  Lightning Storms (Information)  Tornados (Information)  **Elm Class: (Volcanoes)**  Enormous Eruptions (Explanation)  Violent Volcanoes (Newspaper article)  Parts of a volcano (Information)  Pompeii (Narrative)  Volcanoes of the world (Information) | **Reading (comprehension lessons based on Literacy shed plus reading comprehension)**  **Maple Class: (Mythical Creatures)**  The Kraken (Narrative)  Unheard of Beasts (Information)  Why do dragons make good pets? (Persuasion)  Leprechans (Information)  Fairy Lake (Narrative)  **Elm Class: (Bees)**  Anatomy of a bee (Information)  How is honey made (Information)  Inside the Hive (Playscript)  Save the bees (Information)  Uses of honey (Information) |
| Visual Literacy/ Key texts used (Guided Reading and literacy lessons) (Choose ones most suited to class)  Up!  Journey to the River Sea  Running Wild  Rio  Rainforest Calling (Twinkl eBook)  One Christmas Wish (Katherine Rundell) | | Visual Literacy/ Key texts used (Guided Reading and literacy lessons) (Choose ones most suited to class)  The BFG  The Boy with the Bronze Axe  The First Drawing  Stone Age Boy  Stig in the dump  How to wash a Woolly Mammoth | | Visual Literacy/ Key texts used (Guided Reading and literacy lessons)  Moana  Floodlands  Survivor: Escape from Pompei  Pompei: Diary of a girl | |
| Genres to cover  Chronological report: How a waterfall is formed.  Letter writing: Informal  Character/Scene description | Genres to cover Discussion Texts- poaching /  keeping exotic animals as pets  Rainforest Poetry  Formal Letter: destruction of rainforests  Christmas Narrative | Genres to cover  Persuasive writing: Buy a stone age tool.  Instructions: How to wash a Woolly Mammoth | Genres to cover  Character description  Book review  Biography: famous Archeologist | Genres to cover  Diary Entry: Floodlands  Scene Description: Floodlands  Explanations- ‘How to prepare for a flood’ | Genres to cover  Non-chronological report: earthquakes or volcanoes.  News report on a recent earthquake.  Narrative: Escape from Pompei |

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|  | Grammar topics to cover  Revision of word classes: nouns, adverbs, adjectives. Identifying all word classes in a simple sentence.  Noun phrases. Use of a and an. Prepositions.  Capital letters, full stops, question marks, exclamations and commas in a list. | Grammar topics to cover  Word families based on common words, showing how words are related in form and meaning.  Expressing time, place and cause using conjunctions: when, before, after, while, so, because.  Inverted commas (including all direct speech rules). | Grammar topics to cover    Formation of nouns using a range of prefixes [for example super–, anti–, auto–  ].  Headings and sub-headings to aid presentation.  Co-ordinating conjunctions and creating compound sentences.  Subordinating conjunctions and creating complex sentences (until, although, even if). | Grammar topics to cover  Main clauses.  Pattern of three for persuasions: Fun. Exciting.  Adventurous!  Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].  Use irregular simple past- tense verbs: awake- awoke, blow-blew.  Technical language to add  detail. | Grammar topics to cover  Paragraphs as a way to group related material.  Expressing time, place and cause using adverbs: then, next, soon.  Use of a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in ‘-ly’. Difference between a phrase and a clause.  Pronouns – possessive adjectives. | Grammar topics to cover  Powerful verbs: synonyms for verbs such as ‘said’ or ‘go’.  Exaggerated language: unbelievable, glorious, etc. Recognising pronouns, nouns and proper nouns can all be the **subject** of the sentence. Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few. |
| Spelling rule to cover  **Year 3/4**  •/ɪ/ sound spelt y elsewhere than at the end of words  •/ʌ/ sound spelt ou    /k/ sound spelt ch  •Word list spellings  1-10  •Word list spellings  11 – 20  •Possessive apostrophe  **Year 4/5**  Prefix in-  Prefix im–  Prefixes il & ir  Prefixes sub–‘& super–    Word list spellings  1-10  Word list spellings  11 - 20 | Spelling rule to cover **Year 3/4**  /ʃ/ sound spelt ch  g/ sound spelt – gue and the /k/ sound spelt –que  Prefixes bi & re  Homophones & near homophones    Word list spellings  21 - 30  Word list spellings  31 – 40  **Year 4/5**  Prefix inter–  Prefix anti-    Prefix auto–  Homophones & near homophones  Word list spellings  21– 30  Word list spellings  31 - 40 | Spelling rule to cover **Year 3/4**  Prefix mis-  Prefix dis -  Suffixes (er/ed/ing) (unstressed last syllable - DO NOT double the final consonant)  Suffixes (er/ed/en/ing) (stressed last syllable - double the final consonant)  Word list spellings  41 – 50  Word list spellings  51 – 60  **Year 4/5**  Endings with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’)  Endings /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’)  Endings /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t' / or has no definite root)  Endings /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’)  Word list spellings  41 – 50  Word list spellings  51 – 60 | Spelling rule to cover  **Year 3/4**  Suffix -ly (no change to root word)  Suffix -ly (root word ends in ‘y’ with more than one syllable)  Suffix -ly (root word ends in ‘le’)  Suffix -ly (root word ends in ‘ic’ or ‘al’)  Word list spellings  61 – 70  Word list spellings  71 – 80  **Year 4/5**  Suffix –ous (No change to root word)  Suffix –ous (No definitive root word)  Suffix –ous (Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’)  Suffix –ous (Words ending in ‘e’ drop the ‘e’ but not ‘ge’)  Word list spellings  61 – 70  Word list spellings  71 - 80 | Spelling rule to cover  **Year 3/4**  Suffix -ly (exceptions to the rules)  Words with the /eɪ/ sound spelt ei, eigh  Words with the /eɪ/ sound spelt ey  Words with the /eɪ/ sound spelt ai  Word list spellings  81 – 90  Word list spellings  91 – 100  **Year 4/5**  Suffix –ation  Words ending in ar / er  Words with a soft c spelt ce  Words with a soft c spelt ci  Word list spellings  81 – 90  Word list spellings  91 – 100 | Spelling rule to cover **Year 3/4**  Ending sounding like /ʒə/ is always spelt –sure  Ending sounding like /tʃə/ is often spelt –ture  Silent letters  Word families  Homophones & near homophones  Yearly spelling test  **Year 4/5**  Soft /s/ spelt sc  Adverbs – frequency and possibility  Adverbs of manner  Homophones & near homophones  Word families  Yearly spelling test |
| **MATHS**  **(on-going skills)**  **(Morning work opportunities)** | Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number  Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000  *Round numbers to nearest 10 or 100*  Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words  Solve number problems and practical problems involving these ideas.  Add and subtract numbers mentally, including:   * a three-digit number and ones * a three-digit number and tens   \* a three-digit number and hundreds  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction  Estimate the answer to a calculation and use inverse operations to check answers | | | | | |

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|  | Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators  Tell the time to the nearest 5 minutes (and nearest minute) | | |
| **MATHS** | **Number & Place value**  **Year 3 Objectives**  Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number  Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  Compare and order numbers up to 1000 Identify, represent and estimate numbers using different  representations  Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas.  *Round numbers to nearest 10 or 100*  **Year 4 Objectives**  count in multiples of 6, 7, 9, 25 and 1000  find 1000 more or less than a given number  count backwards through zero to include negativenumbers  recognise the place value of each digit in a four-digitnumber (thousands, hundreds, tens, and ones)  order and compare numbers beyond 1000  solve number and practical problems that involveall of the above and with increasingly large positivenumbers  read Roman numerals to 100 (I to C) and know thatover time, the numeral system changed to include theconcept of zero and place value.  **Year 5 Objectives**  read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000  interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero  round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000  solve number problems and practical problems that involve all of the above  read Roman numerals to 1000 (M) and recognise years written in Roman numerals.  **Addition and subtraction**  **Year 3 Objectives**  Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers  Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  **Year 4 Objectives**  add and subtract numbers with up to 4 digits usingthe formal written methods of columnar additionand subtraction where appropriate  estimate and use inverse operations to check answersto a calculation  solve addition and subtraction two-step problems incontexts, deciding which operations and methods touse and why.  **Year 5 Objectives**  add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  add and subtract numbers mentally withincreasingly large numbers  use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy  solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  **Multiplication and division**  **Year 3 Objectives**  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.  **Year 4 Objectives**  recall multiplication and division facts for multiplication tables up to 12 × 12  use place value, known and derived facts to multiplyand divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  recognise and use factor pairs and commutativity inmental calculations  multiply two-digit and three-digit numbers by a one-digit number using formal written layout  solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  **Year 5 Objectives**  identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers  know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers  establish whether a number up to 100 is prime and recall prime numbers up to 19  multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers  multiply and divide numbers mentally drawing upon known facts  divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context  multiply and divide whole numbers and those involving decimals by 10, 100 and 1000  recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)  solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes  solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.  **Number- fractions**  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators | **Measurement**  **Year 3 Objectives**  Measure, compare, add and subtract:); mass (kg/g);  Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  Know the number of seconds in a minute and the number of days in each month, year and leap year  Compare durations of events [for example to calculate the time taken by particular events or tasks]  Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks  Measure, compare, add and subtract: lengths (m/cm/mm) Measure the perimeter of simple 2D shapes  Measure, compare, add and subtract: volume/capacity (ml)  Add and subtract amounts of money to give change, using both £ and p in practical contexts  **Year 4 Objectives**  convert between different units of measure [forexample, kilometre to metre; hour to minute]  read, write and convert time between analogue anddigital 12- and 24-hour clocks  solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  measure and calculate the perimeter of a rectilinearfigure (including squares) in centimetres and metres  find the area of rectilinear shapes by counting squares  estimate, compare and calculate different measures,including money in pounds and pence  **Year 5 Objectives**  convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)  convert between different units of metric measure (for example, kilometre and millilitre) metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litreand millilitre)  understand and use approximate equivalences between metric units and common imperial units such as inches,pounds and pints  measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes  estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]  solve problems involving converting between units of time  use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimalnotation, including scaling.  **Geometry- properties of shape**  **Year 3 Objectives**  Draw 2D shapes  Recognise angles as a property of shape of a description of s turn  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  **Year 4 Objectives**  compare and classify geometric shapes, includingquadrilaterals and triangles, based on theirproperties and sizes  identify acute and obtuse angles and compareand order angles up to two right angles by size  identify lines of symmetry in 2-D shapes presentedin different orientations  complete a simple symmetric figure with respectto a specific line of symmetry  **Year 5 Objectives**  use the properties of rectangles to deduce related facts and find missing lengths and angles  distinguish between regular and irregular polygons based on reasoning about equal sides and angles.  know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  draw given angles, and measure them in degrees (o)  identify angles at a point and one whole turn (total360o)  identify angles at a point on a straight line and half a turn (total 180o)  identify other multiples of 90o  **Geometry- position and direction**  **Year 3 Objectives**  *Know and use all terms relating to compass directions (‘North,’ ‘North-East,’ ‘East,’ ‘South-East,’ ‘South,’ ‘South- West,’ ‘West’ and ‘North-West’)*  *Be able to move between compass directions in half and quarter turns*  **Year 4 Objectives**  describe positions on a 2-D grid as coordinates inthe first quadrant  describe movements between positions as translationsof a given unit to the left/right and up/down  plot specified points and draw sides to complete agiven polygon.  **Year 5 Objectives**  identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  **Number- fractions**  **Year 3 Objectives**  Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 =6/7]  **Year 4 Objectives**  recognise and show, using diagrams, families of common equivalent fractions  count up and down in hundredths; recognise thathundredths arise when dividing an object by onehundred and dividing tenths by ten.  solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  add and subtract fractions with the same denominator  **Year 5 Objectives**  compare and order fractions whose denominators are all multiples of the same number  identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths  recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]  add and subtract fractions with the same denominator and denominators that are multiples of the same number  multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams | **Number- fractions**  **Year 3 Objectives**  Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  Recognise and show, using diagrams, equivalent fractions with small denominators  Compare and order unit fractions, and fractions with the same denominators  Solve problems that involve all of the above.  **Year 4 Objectives**  recognise and write decimal equivalents of any number of tenths or hundredths  recognise and write decimal equivalents to 1/4, 1/2, ¾  find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  round decimals with one decimal place to the nearestwhole number  compare numbers with the same number of decimalplaces up to two decimal places  solve simple measure and money problems involvingfractions and decimals to two decimal places.  **Year 5 Objectives**  read and write decimal numbers as fractions [for example, 0.71 = 71/100]  recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  round decimals with two decimal places to the nearest whole number and to one decimal place  read, write, order and compare numbers with up to three decimal places  solve problems involving number up to three decimal places  recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal  solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5, and those fractions with a denominator of a multiple of 10 or 25.  **Geometry- properties of shapes**  **Year 3 Objectives**  Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and  describe them  **Year 5 Objectives**  identify 3-D shapes, including cubes and other cuboids, from 2-D representations  **Statistics**  **Year 3 Objectives**  Interpret and present data using bar charts, pictograms and tables  Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.  **Year 4 Objectives**  interpret and present discrete and continuous datausing appropriate graphical methods, includingbar charts and time graphs.  solve comparison, sum and difference problems usinginformation presented in bar charts, pictograms,tables and other graphs.  **Year 5 Objectives**  solve comparison, sum and difference problems using information presented in a line graph  complete, read and interpret information in tables, including timetables. |

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| **SCIENCE** | **Working scientifically Foci - Plants**  identifying 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  setting up simple practical enquiries, comparative and fair tests  **Working scientifically Foci – Living things**  identifying 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 | | **Working scientifically Foci – Animals inc**  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  setting up simple practical enquiries, comparative and fair tests | | **Working scientifically Foci – Light and sound**  setting up simple practical enquiries, comparative and fair tests  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  **Working scientifically Foci - Rocks**  asking relevant questions and using different types of scientific enquiries to answer them (including an element of research from other sources)  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions identifying differences, similarities or changes related to simple scientific ideas and processes | |
| **Plants- NC**  **SLC: How does poo help plants grow?**  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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  Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. – dissection of plant  Plant vegetables in planters ready to cook with later in year.  **Living things and their habitats –NC**  **SLC: How can keys help us understand the living world?**  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 | | **SLC: How does Usain bolt move so fast?**  **Nutrition:**  **Animals including Humans – NC**  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  **STEM Activities focused on topic.** | | **Light and sound - NC**  **SLC: Which is faster: speed of light or sound?**  Recognise that they need light in order to see things and that dark is the absence of light  Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that  there are ways to protect their eyes  Recognise that shadows are formed when the light from a light source is blocked by a solid object  Find patterns in the way that the size of shadows change.  **Sound**  Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object that produced it  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Recognise that sounds get fainter as the distance from the sound source increases  **Rocks –NC**  **SLC: What can the rocks tell us about the past?**  Compare and group together different kinds of rocks on the basis of their appearance and simple physical processes Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter **To describe in simple terms how fossils are formed - The discovery of fossils -** Mary Anning  Fossilised evidence of dinosaurs.  Be a palaeontologist. | |
| **COMPUTING**  **(Year 3 PLAN IT- Twinkl)** | Unit 1: Programming Turtle Logo and Scratch – *Computer Science*  Online Safety - *Digital Literacy*  Unit 1: What is  Cyberbullying? | Unit 2: Word Processing – *Information Technology*  Online Safety - *Digital Literacy*  Unit 2: To buy or not to buy? | Unit 3: Drawing and desktop publishing – *Information Technology*  Online Safety - *Digital Literacy*  Unit 3: Keep it to yourself | Unit 4: Internet research and Communication – *Digital Literacy*  Online Safety - *Digital Literacy*  Unit 4: Emailing | Unit 5: Presentation Skills – *Information Technology*  Online Safety - *Digital Literacy*  Unit 5: The Online Community | Unit 6: Using and applying – *Information Technology*  Online Safety - *Digital Literacy*  Unit 6: Party Planners |

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| **HISTORY** | The narrative of the Diane Fossy conservation projects in the Congo.  Where the rainforests in Africa are located and why. The importance of these forests for supporting life. The characteristic features of a rainforest applied in fieldwork  study.  The impact of human activity on environments and plant/animal life, in particular, the mountain gorillas of the Virunga rainforest.  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. | The significant events of the Stone Age to Iron Age. The concept of prehistory.  Structures and technology from the Palaeolithic, Mesolithic and Neolithic periods.  Using evidence to come to conclusions (where Skara Brae is and its significance to historians).  Significant changes (technology and advancements) across the periods.  Life in the Stone Age to Iron Age. The differences and similarities in the 3 periods and how it compares to life to today.  Iron Age hillforts: tribal kingdom, farming, art and culture.  Stonehenge – why and how was it built?  The importance of Hill forts.  Objective: Stone Age to Iron Age  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. | Case study of Thera volcanic eruption in Greece (present day Santorini)  Local History: Local (Morpeth?) flooding  The effects on the settlement called Akrotiri and the geography of the area.  The unearthed artefacts and historical evidence (sources) that help historians and geographers come to conclusions.  Name and locate countries, cities and geographical regions and identify their human and physical characteristics.  **Skills**  To choose a skill/s to cover from Skill progression document for each history based lesson. |
| **GEOGRAPHY** | Physical geography including vegetation belts, biomes, climate zones.  Physical features of a waterfall.  The position and significance of latitude, longitude, Equator.  The animal and plant life supported by the rainforest People in the rainforest (human geography): types of settlement and land use, economic activity and the distribution of natural resources  The importance of rainforest regions; the distribution of Fairtrade items (like bananas).  The importance of sharing foods and conservation of rainforest regions.  Describe and understand key aspects of human geography, including trade links and the distribution of natural resources, including energy, food, minerals and water.  Distribution of Fairtrade items (bananas). Why are these such a versatile resource? Why is it important that we share food?  Locational knowledge – locate the world’s countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Locate where the rainforests are in the world.  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. | Human geography- the types of settlements in the UK. Name and location of counties and cities of the United Kingdom, geographical regions and human and physical characteristics.  Where Skara Brae is in the UK.  What happened to Skarabrae and why it is so significant to historians and geographers in the UK.  Human geography including types of settlement in the UK. Understand the similarities and differences through the study of Human and physical geography of a region of the UK –  Skarabrae  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. | The reason and locations of volcanoes and earthquakes, floods.  Where in the world flooding takes place and causes of it.  The process involved in earthquakes and volcanoes and how they are linked. Impact and changes over time.  How physical geography impacts on human activity (case study: volcanoes and earthquakes in Japan and Thera) .  .  Describe and understand key aspects of physical geography – Volcanoes  **Skills**  To choose a skill/s to cover from Skill progression document for each geography based lesson. |
| **ART AND DESIGN** | **Drawing / Element:**  Still life drawing with tone.  Draw rainforest animals in pencils and charcoal. (Black and white)  **Texture and Pattern:**  Charcoal: After experimenting with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way.  **Textiles:**  Create an item of traditional clothing to be work in the rainforest.  Children carefully select and curate fabrics, colours, textures and images to inspire them in this topic through making a mood board.  Relating the technique to wax resist, children learn how to create patterns on materials using tie-dye, exploring different effects.  Pupils look at how to use strips of paper to create a weave, familiarising themselves with terms such as warp and weft. Using their weaving skills their tie-dyed materials, children weave with fabric using a loom.  **Different Media:**  Rainforest collage combining tissue paper, fabric and paint.  Inspired by the ‘lenticular prints’ of Luz Perez Ojeda, children carefully cut two images into strips and by alternating them side by side, in sequential order, and then folding, they create an optical illusion piece of art. | **Printing:**  Marbling on paper and cloth.  Pounded stencil prints. Stone Age to Iron Age:  Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing.  Scale up their drawings and use a different medium, charcoal, in their work.  After experimenting with the colours and effects that can be created using natural materials, pupils make their own paints using spices and objects found on a nature walk.  Children work on a collaborative class piece of prehistoric inspired art, creating hand prints and prints of animal pictures onto a textured background.  **Drawing / Element:**  Using geometry and tonal shading.  Drawing from observation. Drawing with charcoal.  **Shape** and **Tone:**  Children go on a **shape** hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find. | **Different Media:**  Create mixed media landscapes for different UK regions. Include printing, collage and photos and different media. Use works by J. M. W. Turner, David Tress, Paul Nash and John Constable as inspiration.  Take a photo of a natural area. Use imaging software to manipulate image to show different moods or tones.  **Look and Respond:**  Looking at the Carl Giles cartoon ‘Mother’s Day’ that depicts a family picnic, children consider the humour of the piece and explore the concept of family, drawing their own family having a meal in a cartoon style and giving each member a distinguishing feature.  Children analyse David Hockney’s, ‘My Parents’, describing the piece, including the formal elements (shape, form, tone, texture, pattern, colour) to someone who can't see the painting before acting out the scene within it.  **Painting:**  Watercolour Paint.  Learning that a 'tint' is made by adding white to a colour and a 'shade' by adding black, pupils mix their own colours to paint the template of an animal/dinosaur/ Stonehenge/UK landmark  or scene, working across the image from light to dark and completing a contrasting background. |

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|  | . | Taking a simple drink can, children learn to first study an object to identify the simple geometric **shape**s it's made up of, before sketching out the details using light guidelines.  Children learn and apply the four rules of shading **(tone)**; to work evenly and neatly, in one direction, with straight edges and no gaps.  Continuing with their work on **tone**, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template.  Bringing in their favourite soft toy from home, children draw from observation, first positioning the toy so they have their preferred vantage point, then sketching in the basic shape outlines using the natural movement of the wrist before finally  adding in details using shading. Use pencils and charcoal |  |
| **DESIGN AND TECHNOLOGY** | . **Project on a page – Levers and linkages Design and create a moveable animal to help share the**  **issue of deforestation**  **Skills to be demonstrated:**  Designing   * Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. * Use annotated sketches and prototypes to develop, model and communicate ideas.   Making   * + Order the main stages of making. * Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.   + Select from and use finishing techniques suitable for the product they are creating. * **Evaluating**   • Investigate and analyse books and, where available, other products with lever and linkage mechanisms.  Evaluate their own products and ideas against criteria and user needs, as they design and make. | **Project on a page – 2D shape to 3D product Create a soft toy to tell the story of the stone age times**  **Skills to be demonstrated:**  Designing  Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.   * Produce annotated sketches, prototypes, final product sketches and pattern pieces.   Making   * + Plan the main stages of making. * Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. * Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g.   pattern.  Evaluating   * Investigate a range of 3-D textile products relevant to the project. * Test their product against the original design criteria and with the intended user.   + Take into account others’ views.   + Understand how a key event/individual has influenced the development of the chosen product and/or fabric | **Project on a page – Pneumatics**  **Design and create a moving dinosaur model for a museum**  **Skills to be demonstrated:**  Designing   * Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.   + Use annotated sketches and prototypes to develop, model and communicate ideas.   Making   * + - Order the main stages of making. * Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing,   syringes and balloons.   * + Select from and use finishing techniques suitable for the product they are creating.   Evaluating   * + Investigate and analyse books, videos and products with pneumatic mechanisms.   + Evaluate their own products and ideas against criteria and user needs, as they design and make. |
| **RELIGIOUS EDUCATION** | People  Building Bridges  Judaism : Torah  Gift | Community  Islam: Holy Books  (Sacramental preparation)  Self-discipline | New Life  Called  God’s people |
| **PHYSICAL EDUCATION** | Gymnastics  -Perform movements at different levels.  -Show control, accuracy and fluency.  -Perform a different range of balances.  -Perform a range of jumps and land correctly.  -Create and perform a sequence of movements.  O.A.A. - Orienteering  -To improve team work skills.  -To improve problem solving skills.  -To improve decision making skills.  -To work safely in an outdoor environment.  -To locate numbers, letters, and puzzles to solve clues  -To be able to read a map.  -To understand symbols on a map.  -To use a map to locate clues and puzzles.  -To be able to locate and scan QR codes. | Dance - Stonehenge  - Choose movements to create and present dance, developing skills and techniques and learning new ones.  - Demonstrate a range of movement styles and patterns in different times, demonstrating awareness of the dance features.  -Recognise the specified Rhythms and Beats within the music.  -Perform movements that incorporate: travel, turn, jump, use different levels, show gesture and balance to build a dance themed routine focused upon the Stone Age (recapping on previous terms learning/knowledge).  -Replicate movements to fit within the 8-count phrasing, each time the choreography is used, demonstrating consistency and control.  -Link cross-curricular to show deeper knowledge and understand of Stone Age topic. | Net & Wall Game – Tennis  -Develop hand-eye co-ordination.  -Learn and perform different types of tennis strokes.  -Show good stance when perform strokes.  -To be able to put skills together and perform small rally’s.  Striking & Fielding – Cricket  -Throw underarm accurately.  -Catch ball consistently.  -Use a range of throwing skills to hit a variety of targets.  -Retrieve a ball and return it quickly.  -Develop batting skills.  -Play a simple game of cricket. |

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|  | Invasion Game – Basketball  -Control ball whilst moving.  -Control ball from different heights.  -Show different types of pass with accuracy.  -Shoot with accuracy.  -Intercept the ball when defending.  Sport Science - Benefits of exercise Why do we need to exercise?  Examples of lesson plans:  - Use Joe Wicks KS2 power point on Why do we need to exercise? Complete activities included such as effects on the body.  - Children to discuss how they can fuel their muscles before  and after exercise. | | Invasion Game – Tag Rugby  -Develop footwork.  -Use the correct technique to pass.  -Understand how to score a try.  -Defend showing understand of when to tag.  -Respond quickly demonstrating good spatial awareness.  -Evaluate performance.  Invasion Game – Football  -Control ball with different parts of the foot.  -Dribble at different speeds.  -Use their weaker foot to pass.  -Develop shooting technique.  -Develop defending skills.  -Understand the rules of football and implement them in a game scenario.  Sport Science - Healthy Living How to look after your muscles?  Examples of lesson plans:   * + Children to test their most dominate side. Children will complete a variety of tests to see if they have a more dominate side. https://[www.sciencekids.co.nz/experiments/dominantside.htm](http://www.sciencekids.co.nz/experiments/dominantside.htm) l | | Striking & Fielding Game – Rounders  -Throw underarm and over arm accurately.  -Catch ball consistently using correct technique.  -Retrieve a ball and return it quickly.  -Develop striking skills.  -Enhance teamwork skills.  -Play a simple game of rounders.  Athletics  -Throw underarm and overarm accurately and consistently.  -Throw a variety of different objects with accuracy.  -Perform standing jumps with control.  -Evaluate their own performance.  -Run at different speeds.  Sport Science - Components of fitness Skill related components of fitness.  (Agility, balance, co-ordination, power, reaction time and speed).  Examples of lesson plans:  - Children to complete a circuit of activities that test the skill related components of fitness. Once completed children to decide which component they thought they were testing. | |
| **MUSIC**  **(Charanga)** | Mama Mia  ABBA  Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country | Five Gold Rings  Christmas | Glockenspiel Stage 3  Introduction to the language of music, theory and composition. | Benjamin Britten - Cuckoo!  Benjamin Britten (Western Classical music), Folk, Big Band Jazz  The historical context of Jazz and Folk music | Lean on me  Gospel  Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance. | Reflect, Rewind and Replay  Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |

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| **PSHE / RSE**  **(Following Year 4 Objectives mainly)**  **Year 5’s to be included in puberty lessons with other UKS2 classes.**  **May also want to recap Compulsory**  **Year 3 RSE in Yr 3/4 class.** | **Health and Wellbeing**  Healthy Lifestyles | **Health and Wellbeing**  Growing and changing | **Health and Wellbeing**  Keeping Safe | **Relationships**  Feelings and emotions | **Relationships**  Healthy relationships | **Relationships**  Valuing Differences | **Living in the wider world**  Rights and Responsibilities | **Living in the wider world**  Environment | **Living in the wider world**  Money |
| **HOME LEARNING QUESTS** | Create a rainforest project. It could be about rainforests in general or discover information about a rainforest around the world – Amazon, Congo    Create a rainforest (or rainforest ecosystem) model or a terrarium. Make sure you label it with facts about the rainforest – animals that live in there, products that are made, factual information about rainforests.  Create a fact file about an animal that lives in the rainforest and draw or create an image of the animal. Make sure you include how the animal is adapted so it can survive in the rainforest.  You are living in the rainforest and need to create a home. Design a home that would suit the environment (think carefully about the heat and rainfall). What materials will you use? Could you use your science investigation skills to discover which materials or structures might work out better?  Make sure you explain your design choices. | | | Design and make their favourite Stone Age home  A stone age timeline with the important events and changes that occurred during this time  Create a mini stone age village or Stonehenge with information they have learnt | | | Create an information text about volcanoes  Research the skeleton of a dinosaur and create this using a cut out of the dinosaur and cotton buds to represent the skeleton or make salt dough and create an image of the bones. | | |

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|  | Create a powerpoint presentation of all the facts and information they have learnt | Create a fact file about a dinosaur and include important factual information about it  Learn about a famous palaeontologist (Mary Anning) or about the role of a palaeontologist | Research about the Ancient Greek Olympics and design your own Olympic games based on the information you have discovered.  Draw or create a 3D model of the Ancient Greek including facts about the life of an ancient Greek – clothes, food, jobs etc.  Research and create a model of a famous Greek building – pantheon, coliseum. |
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