

Curriculum Overview 2016 – 17
Class 3



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEME	GROOVY GREEKS		AMAZON ADVENTURE		VIKINGS: RAIDERS, TRADERS OR INVADERS?	
GEOGRAPHY	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of <i>Greece</i> <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography Human geography including <i>land use in Greece</i> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate <i>Greece</i> and describe features studied. 		<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including: climate zones, biomes and vegetation belts; rivers and the water cycle <i>Focus on River Amazon and the Amazon Rainforest</i> Human geography including types of settlement and land use <i>along the Amazon river and rainforest</i> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the <i>wider world</i>. 		<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate: <i>countries of Anglo-Saxon and Viking origin; place-name evidence of Anglo-Saxon and Viking settlement</i> 	
HISTORY	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the Western World</p>				<p>Britain's settlement by the Anglo-Saxons/The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p><i>Settlement by Scots covered in Class 2</i></p> <p>This could include:</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	

				<ul style="list-style-type: none"> • Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, the first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
ART & DESIGN	<p><u>Sculpture</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas, • Improve their mastery of art and design techniques including <i>sculpture</i> • About great artists, architects and designers in history – <i>pottery of Ancient Greece</i> <p><i>Tasks</i></p> <ul style="list-style-type: none"> • <i>Thumbpot egg cup</i> • <i>Joining two thumbpots to make a hollow pot. Use to create own mythical Greek monster</i> • <i>Coil pot</i> 	<p><u>Textiles</u> A combined Art and DT project to design, make and evaluate Christmas stockings</p>	<p><u>Watercolour Painting</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas, • Improve their mastery of art and design techniques including <i>painting with watercolour</i> • About great artists, architects and designers in history – <i>David Hockney</i> <p><i>Tasks: final outcome to create a watercolour landscape in the style of David Hockney</i></p>	<p><u>Textiles</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas, • Improve their mastery of art and design techniques including <i>work with textiles</i> • About great artists, architects and designers in history – <i>The Bayeux Tapestry</i> <p><i>Task: final outcome to create a retelling of a Viking story using sewing techniques</i></p>
DESIGN TECHNOLOGY	<p><u>A Greek Meal</u> Pupils should be taught to:</p>		<p><u>STEMworks Lego Mindstorms</u></p>	<p><u>Cam Toys</u> When designing and</p>

	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p><i>Task: children prepare and make a variety of Greek dishes over the course of the term.</i></p> <p><i>Children taken in small groups by TA</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their understanding of computing to program, monitor and control their products <p><i>Task: whole day STEMworks workshop to make and program a Lego Mindstorms model</i></p>		<p>making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical knowledge: understand and use mechanical systems in their toys e.g. cams <p><i>Task: to design and make a cam toy showing an aspect of Viking raids</i></p>		
MUSIC	Music Express Year 5 Cyclic Patterns	Music Express Year 5 Roundabout	Music Express Year 5 Journey into Space	Music Express Year 5 Songwriter	Music Express Year 5 Stars Hide Your Fires	Music Express Year 5 Who Knows?
SCIENCE	<p><u>Earth and Space</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of Earth's rotation to explain day and 	<p><u>Forces</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Understand that force and motion 	<p><u>Properties and Changes of Materials</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Understand that some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p><u>Animals including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the way in which nutrients and water are transported within animals, including humans <p><i>Switched On Science: Staying Alive</i></p>		

	<p>night <i>Switched On Science: Out of This World</i></p>	<p>can be transferred through mechanical devices such as gears, pulleys, levers and springs <i>Switched On Science: Let's Get Moving</i></p>	<ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p><i>Switched On Science: Material World</i></p>			
COMPUTING	<p><u>Digital Literacy</u> Y5: Strong Passwords Y6: Talking Safely Online</p>	<p><u>Digital Literacy</u> Y5: Digital Citizenship Pledge Y6: Super Digital Citizen</p>	<p><u>Digital Literacy</u> Y5: You've Won a Prize Y6: Privacy Rules</p>	<p><u>Digital Literacy</u> Y5: How to Cite a Site Y6: What's Cyberbullying?</p>		<p><u>Digital Literacy</u> Y5: Picture Perfect Y6: Selling Stereotypes</p>
	<p><u>Switched On Computing</u> Y5: Unit 5.1 We Are Game Developers - <i>Programming</i> Y6: Unit 6.1 We Are App Planners – <i>Computer Networks</i></p>	<p><u>Switched On Computing</u> Y5: Unit 5.2 We Are Cryptographers – <i>Computational Thinking</i> Y6: Unit 6.2 We Are Project Managers – <i>Computational Thinking</i></p>	<p><u>Switched On Computing</u> Y5: Unit 5.3 We Are Artists – <i>Creativity</i> Y6: Unit 6.3 We Are Market Researchers - <i>Productivity</i></p>	<p><u>Switched On Computing</u> Y5: Unit 5.4 We Are Web Developers – <i>Computer Networks</i> Y6: Unit 6.4 We Are Interface Designers – <i>Communication and Collaboration</i></p>	<p><u>Switched On Computing</u> Y5: Unit 5.5 We Are Bloggers – <i>Communication and Collaboration</i> Y6: Unit 6.5 We Are APP Developers - <i>Programming</i></p>	
PE	<p><u>Invasion Games:</u> Netball Hockey</p>		<p>Dance Swimming</p>		<p>Athletics Rounders</p>	
RE	<p>Harvest: Our Place in Creation Aspects of Hinduism Christmas: Homelessness</p>		<p>Why do believers often see life as a journey and what significant experiences mark this? Lent: Easter: Humility/Service</p>		<p>Who am I? My spirit, my life.</p>	
PSHE & CITIZENSHIP	<p>Myself and My Relationships: My Emotions; Managing Risks and Change</p>		<p>Healthy and Safer Lifestyles: Keeping Safe</p>		<p>Healthy and Safer Lifestyles World of Drugs 1 and 2</p>	
MFL	<p>Rigolo 1 Quelle heure est-il?</p>		<p>Rigolo 1 Les fetes</p>		<p>Rigolo 1 Ou vas-tu?</p>	