

# Curriculum Overview 2017-18

## Class 3

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEME	WE'LL MEET AGAIN		ROUTE 66		ANGLO SAXONS	
GEOGRAPHY	<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate: countries <i>involved in World War 2</i>; <i>places children were evacuated from and to</i>.</li> </ul>		<u>Location Knowledge</u> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on . . . <i>the USA</i> (North America), concentrating on the environmental regions, key physical and human characteristics, countries and major cities</li> </ul> <u>Place Knowledge</u> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences between the UK and USA</li> </ul> <u>Human and Physical Geography</u> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Human geography including types of settlement and land use</li> <li>Physical geography including <i>the distribution of different environments in the USA and understanding how climactic conditions are different across the country</i></li> </ul> <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate <i>states, cities, towns and key locations explored</i></li> <li>Use the eight points of the compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of <i>USA</i></li> </ul>		<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate: <i>countries of Anglo-Saxon origin</i>; <i>place-name evidence of Anglo-Saxon settlement</i></li> </ul>	
HISTORY	<p>Study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> <li><i>Developing a chronologically secure knowledge and understanding of the period</i></li> </ul>				<p>Britain's settlement by the Anglo-Saxons and Scots.</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> <li><i>Anglo-Saxon invasions, settlements and kingdom: place names and village life</i></li> <li><i>Anglo-Saxon art and culture</i></li> </ul>	

	<p><i>from 1939 to 1945 in British history</i></p> <ul style="list-style-type: none"> <li>• <i>Addressing and sometimes devising historically valid questions about change, cause, similarity and difference and significance</i></li> <li>• <i>Constructing informed responses that involve thoughtful selection and organisation of relevant historical information</i></li> <li>• <i>Understanding how our knowledge of the past is constructed from a range of sources</i></li> <li>• <i>Understand that different versions of past events may exist and give some reasons for this</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></li> <li>• <i>Anglo-Saxon laws and justice</i></li> </ul>
ART & DESIGN	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Create sketch books to record their observations and use them to review and revisit ideas,</li> <li>• Improve their mastery of art and design techniques including . . . <i>see below</i></li> <li>• About great artists, architects and designers in history . . . <i>see below</i></li> </ul>		
	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• <i>drawing with pencil, charcoal, pastel</i></li> <li>• <i>LS Lowry or Henry Moore</i></li> </ul> <p><i>Task: final outcome to use Lowry's (or Henry Moore's) style to create an image of WW2</i></p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• <i>Pop Art movement</i></li> <li>• <i>Andy Warhol</i></li> </ul> <p><i>Task: final outcome to create a painting of an iconic current day image in the style of Andy Warhol</i></p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> <li>• <i>Jewellery making</i></li> <li>• <i>Jewellery of the Anglo Saxons</i></li> </ul> <p><i>Task: final outcome to create their own piece of jewellery in the style of the Anglo Saxons</i></p>
DESIGN TECHNOLOGY	<p><u>Textiles</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Technical knowledge: understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors</li> </ul> <p><i>Task: to design and make a Christmas stocking for a WW2 evacuee</i></p>		<p><u>Vehicles</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Technical knowledge: understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors</li> </ul> <p><i>Task: to design and make a space vehicle to explore the planet of your choice</i></p>

MUSIC	Music Express Year 6 Cyclic Patterns	Music Express Year 6 Roundabout	Music Express Year 6 Journey into Space	Music Express Year 6 Songwriter	Music Express Year 6 Stars Hide Your Fires	Music Express Year 6 Who Knows?
SCIENCE	<u>Light</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>Understand that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them, and to predict the size of shadows when the position of the light source changes</li> </ul>	<u>Electricity</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <i>Switched On Science: Electrifying Power It Up!</i>	<u>Evolution and Inheritance</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <i>Switched On Science: We're Evolving</i>		<u>Living Things and Their Habitats</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life processes of reproduction in some plants and animals</li> </ul> <i>Switched On Science: Circle of Life</i>	<u>Animals, Including humans</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>Describe the changes as humans develop from birth to old age</li> </ul> <i>Switched On Science: Growing Up and Growing Old</i>

	Switched On Science: Let It Shine Mirror Mirror					
COMPUTING	<u>Digital Literacy</u> Digital Citizenship	<u>Digital Literacy</u> Online Privacy	<u>Digital Literacy</u> Safer Internet Day Tuesday 6 <sup>th</sup> February	<u>Digital Literacy</u> Cyberbullying	<u>Digital Literacy</u> Copyright	<u>Digital Literacy</u> Talking Safely Online
	<u>Computer Science</u> Programming Using Scratch	<u>Information Technology</u> Presenting Data using Spreadsheets	<u>Computer Science</u> Programming Using Scratch Building on skills introduced in Autumn 1	<u>Information Technology</u> Presenting Information using Aurasma	<u>Computer Science</u> Programming Using Scratch Building on skills from Spring Term 1	<u>Information Technology</u> Presenting Information Using Green Screen Filming
PE	<u>Invasion Games:</u> Netball and Hockey		Dance Swimming		Athletics Rounders	
RE	What Does it Mean to be a Muslim in Britain Today? (Agreed Syllabus)	Incarnation (2b.4 Christianity Project)	God (2b.1 Christianity Project)	What Does it Mean to be a Hindu in Britain Today? (Agreed Syllabus)	Gospel (2b.5 Christianity Project)	How Does Faith Help People When Life Gets Hard? (Agreed Syllabus)
PSHE & CITIZENSHIP	Sometimes My Brain Hurts Year Four Themes 1, 2 and 3		Sometimes My Brain Hurts Year Five Themes 1, 2 and 3		Sometimes My Brain Hurts Year Six Themes 1, 2 and 3	
MFL	La Joli Rond Parts of the Body	La Joli Rond Christmas: Traditions	La Joli Rond Animals	La Joli Rond Easter	La Joli Rond My Family	La Joli Rond Hobbies and Leisure Activities