

Curriculum Overview 2020-21

Class 3



	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p><i>There will be a large emphasis on maths and English in any foundation subjects taught so cross curricular subjects will consist of any opportunity to write, integrated tasks and science will use opportunity to further emphasise maths. This will be a focus of our curriculum in the autumn term as we work through our post COVID Recovery Curriculum. Details of RC are signposted on the curriculum coverage document in each class 2020-21</i></p>						
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> <p>Local History Study: The Battle of Tewkesbury</p> <ul style="list-style-type: none"> Use six figure grid references to <i>identify places in the Battle of Tewkesbury</i> 	
HISTORY	<p>Ancient Greece</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the Western World 				<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p>	

			<ul style="list-style-type: none"> • 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 <p>Local history study: The Battle of Tewkesbury</p> <ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
ART & DESIGN	<p>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>see below</i> • About great artists, architects and designers in history . . . <i>see below</i> 		
<p><u>Collage/Sculpture</u></p> <ul style="list-style-type: none"> • Use ceramic materials and techniques • Show life-like qualities and real-life proportions, or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, texture and pattern <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 (Combined Art and DT project)</u></p> <ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas • Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces • Phillip Brown <p><i>Task: to tie-dye fabric and use to create a beany frog toy</i></p>	<p><u>Digital Media (Combined Art and IT project)</u></p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations) <p><i>Task: Green screen video of an aspect of history/science work</i></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> • Screen printing, building up layers • Create an accurate pattern showing fine detail • Use a range of visual elements to reflect the purpose • Peter Blake <p><i>Task: final outcome to create repeated print pattern wall hanging using Viking motifs</i></p>	
DESIGN TECHNOLOGY	<p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical knowledge. . . <i>see below</i> 		

	<u>Cooking and Nutrition</u> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <i>Task: to design and make a gingerbread house for sale at the Christmas Enterprise Fayre</i> <u>Knex Challenge</u> Stemworks county competition	<u>Textiles (Combined Art and DT project)</u> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>Task: to design and make a beany frog from tie-dyed fabric</i>	<u>Cam Toys</u> <ul style="list-style-type: none"> understand and use mechanical systems in their toys e.g. cams <i>Task: to design and make a cam toy showing an aspect of Viking raids</i>			
MUSIC	Pupils should be taught to: <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 					
	Livin' On a Prayer by Bon Jovi Theme: rock anthems	Classroom Jazz 1 Theme: Jazz improvisation and Swing	A New Year Carol by Benjamin Britten Theme: The music of Benjamin Britten	Happy Theme: Pop and Neo Soul	You've Got a Friend by Carole King Theme: The music of Carole King	Reflect, Rewind and Replay
SCIENCE	<u>Earth and Space</u> Pupils should be taught to: <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, 	<u>Forces</u> Pupils should be taught to: <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, 	<u>Properties and Changes of Materials</u> Pupils should be taught to: <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, 	<u>Living Things and Their Habitats</u> Pupils should be taught to: <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, 	<u>Animals including humans</u> Pupils should be taught to: <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 <i>Switched On Science: Staying Alive</i>	

	<p>Earth and moon as approximately spherical bodies</p> <ul style="list-style-type: none"> • Use the idea of Earth's rotation to explain day and night <p><i>Switched On Science: Out of This World</i></p>	<p>water resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs <p><i>Switched On Science: Let's Get Moving</i></p>	<p>conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> • 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some 	<p>including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics <p><i>Switched on Science: Classifying Critters</i></p>	
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			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 <i>Switched On Science: Material World</i>			
COMPUTING	<u>Digital Literacy</u> Strong Passwords	<u>Digital Literacy</u> Talking Safely Online	<u>Digital Literacy</u> Safer Internet Day Tuesday 9 th February	<u>Digital Literacy</u> Digital Citizenship 1	<u>Digital Literacy</u> Digital Citizenship 2	<u>Digital Literacy</u> Privacy Rules
	<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 Data Using Spreadsheets	<u>Computer Science</u> Programming Using Scratch Building on skills from Spring Term 1	<u>Information Technology</u> Presenting Information Using Green Screen Filming (linked to Art work on digital media)
PE	<u>Invasion Games</u> Netball Hockey Circuits		<u>Striking/Fielding</u> Cricket <u>Dance</u> <u>Carnival!</u> <u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations	<u>Striking/Fielding</u> Rounders <u>Net and Wall</u> Tennis		
RE	Why do Hindus want to be good?	2b.4 Incarnation Was Jesus the	2b.1 God What does it mean if	Why is the Torah is important to Jewish	2b.5 Gospel What would Jesus	Why do some people believe in God and

		Messiah? Christmas	God is holy and loving?	people?	do?	some people not? Or What matters most to Humanists and Christians
PSHE & CITIZENSHIP	<p><u>Citizenship and British Values</u> Children will learn about:</p> <ul style="list-style-type: none"> • Topical issues, problems and events (including the global environment) and how to take part in debates • The range of national, regional, religious and ethnic identities in the United Kingdom • Rules and laws that protect themselves and others and how they are made and changed • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 					
	<p><u>Relationships: Understanding the dynamics of healthy relationships</u> Topic/Theme: kindness and anti- bullying Children will learn about:</p> <ul style="list-style-type: none"> • Identifying acts of kindness • Exploring how kindness benefits all involved 	<p><u>Living in the Wider World</u> <u>Living in the Wider World: How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Financial Capability Children will learn about:</p> <ul style="list-style-type: none"> • Monetary value and the notion of saving up for a purchase • Difference sources of income • Different forms of money and payment • Managing a budget 	<p><u>Health and Well-Being: Understanding personal change and responsibility</u> Topic/Theme: Personal Responsibility Children will learn about:</p> <ul style="list-style-type: none"> • Bereavement • Managing feelings • Self worth • Anxiety – triggers, positive strategies for coping • Resilience • Self harm • Hygiene • Diet, exercise and sleep • Illness, wellness and balance • Assertiveness (self-assured and confident without being aggressive) <p>Internet Safety: Safer Internet Day 9th Feb 2021</p>	<p><u>Health and Well-Being: Developing risk management</u> Topic/Theme: Keeping safe at home, Keeping safe outside Children will learn about:</p> <ul style="list-style-type: none"> • Legal and illegal drugs • Drugs and the law • Effects and risks of drugs • E-cigarettes • Drug use as a minority activity • Drug use in young people decreasing • Different types of risks, including positive risk taking • Identifying and assessing risks • Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc • SunSmart • Emergency Aid • Public transport • Hazards in our community e.g. power sub-stations, sharps and blades, farms, construction sites 		

		<ul style="list-style-type: none"> Enterprise opportunities <p>Anti-bullying Week 16th – 20th November</p>			
MFL	<p>TIME TRAVELLING</p> <ul style="list-style-type: none"> Numbers larger than 100 Conjugation of the verb 'avoir' – to have Dates Simple past tense form – passé compose, including the auxiliary verb to be: être 	<p>LET'S VISIT A FRENCH TOWN</p> <ul style="list-style-type: none"> Conjugating the verb 'habiter' – to live Prepositions - à côté de (next to), en face de (opposite) Comparing and ordering numbers to 1000 Describing a home Ordinal numbers 	<p>LET'S GO SHOPPING</p> <ul style="list-style-type: none"> Correct form of positional language Masculine and feminine form of colours Money 	<p>THIS IS FRANCE</p> <ul style="list-style-type: none"> Using the correct form of de - du, de la, or de l' Numbers to 1000 Eight points of the compass Personal pronoun 'on' Present and imperfect tense – est –était Correct form of adjectives to describe nationality 	<p>ALL IN A DAY</p> <ul style="list-style-type: none"> Time – o'clock, half past, quarter past, quarter to Conjugate regular verbs Time – five minute intervals Time – 24 hour times