**Curriculum Overview 2022 - 23**

**Class 3**

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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | | **TERM 6** |
| **THEME** | **GROOVY GREEKS** | | **TOUR OF BRITAIN** | | **VIKINGS: RAIDERS, TRADERS OR INVADERS?** | | |
| **GEOGRAPHY** | Location Knowledge   * Locate Europe’s countries, their environmental regions, key physical and human characteristics, countries and major cities   Place Knowledge   * Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Mediterranean 🡪 Greece 🡪 Athens)   Human and Physical Geography   * Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | Location Knowledge   * Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time   Human and Physical Geography   * Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | Local Area Study  Human and Physical Geography   * Describe and understand key aspects of physical and human geography *of the local area*   Geographical Skills and Fieldwork   * Use maps, atlases, globes and digital/computer mapping to locate: *countries of Anglo-Saxon and Viking origin;* *place-name evidence of Anglo-Saxon and Viking settlement* * Use the eight points of the compass, six-figure grid references, symbols and key (including the use of Oranance Survey maps) to build their knowledge *of the local area*  United Kingdom and the wider world * Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | | |
| **HISTORY** | Ancient Greece   * A study of Greek life and achievements and their influence on the Western World | |  | | The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor  This could include:   * 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** | Pupils should be taught to:   * Create sketch books to record their observations and use them to review and revisit ideas, * Improve their mastery of art and design techniques including . . . *see below* * About great artists, architects and designers in history . . . *see below* | | | | | | |
| Sculpture   * plan and design a sculpture; * use tools and materials to carve, add shape, add texture and pattern; * develop cutting and joining skills, e.g. using wire, coils, slabs and slips; * use materials other than clay to create a 3D sculpture; * use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.   Artists  Ancient Greek potters  *Tasks*   * *Slab tile* * *coil pot* * *mythical Greek monster* | Collage  • add collage to a painted or printed background;  • create and arrange accurate patterns;  • use a range of mixed media;  • plan and design a collage;  • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.  Artist  Peter Thorpe  *Task:*  *Space collage in the style of Peter Thorpe* | Textiles (Combined Art and DT project)   * 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   Artist/Designer  Phillip Brown  *Task: to tie-dye fabric and use to create a beany toy* | | Digital Media (Combined Art and IT project)   * Enhance digital media by editing (including sound, video, animation, still images and installations)   *Task: Green screen video of an aspect of history/science work*  Printing   * Screen printing, building up layers * Create an accurate pattern showing fine detail * Use a range of visual elements to reflect the purpose   Artist  Peter Blake  *Task: final outcome to create repeated print pattern wall hanging using Viking motifs* | | |
| **DESIGN TECHNOLOGY** | When designing and making, pupils should be taught to:   * Design * Make * Evaluate * Technical knowledge. . .*see below* | | | | | | |
| Cooking and Nutrition   * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   *Task: to design and make a traditional Greek dish/dish using ingredients available to the Ancient Greeks*  Knex Challenge  Stemworks county competition | | Textiles (Combined Art and DT project)   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   *Task: to design and make a beany frog from tie-dyed fabric* | | Cam Toys   * understand and use mechanical systems in their toys e.g. cams   *Task: to design and make a cam toy showing an aspect of Viking raids* | | |
| **MUSIC** | Pupils should be taught to:   * 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** | Forces  Pupils should be taught to:   * 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 can be transferred through mechanical devices such as gears, pulleys, levers and springs   *Switched On Science: Let’s Get Moving* | Earth and Space  Pupils should be taught to:   * 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 night   *Switched On Science: Out of This World* | Properties and Changes of Materials  Pupils should be taught to:   * 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 * 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   *Switched On Science: Material World* | | Living Things and Their Habitats  Pupils should be taught to:   * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants and animals based on specific characteristics   *Switched on Science: Classifying Critters* | Animals including humans  Pupils should be taught to:   * 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   *Switched On Science: Staying Alive* | |
| **COMPUTING** | Digital Literacy  Managing Online Information | Digital Literacy  Privacy and Security | Digital Literacy  Safer Internet Day  Tuesday 14th February | Digital Literacy  Copyright and Ownership | Digital Literacy  Health, Wellbeing and Lifestyle | | |
| Computer Science  Programming Using Scratch | Information Technology  Presenting Data Using Spreadsheets | Computer Science  Programming Using Scratch  Building on skills introduced in Autumn 1 | Information Technology  Presenting Data Using Spreadsheets | Computer Science  Programming Using Scratch  Building on skills from Spring Term 1 | | Information Technology  Presenting Information Using Green Screen Filming (linked to Art work on digital media) |
| **PE** | Invasion Games  Netball  Hockey  Circuits | | Striking Fielding  Cricket  Dance  Carnival! | | Striking/Fielding  Rounders  Net and Wall  Tennis | | |
| **RE** | Why do Hindus want to be good? | 2b.4 Incarnation  Was Jesus the Messiah?  Christmas | 2b.1 God  What does it mean if God is holy and loving? | Why is the Torah is important to Jewish people? | 2b.5 Gospel  What would Jesus do? | | Why do some people believe in God and some people not?  Or  What matters most to Humanists and Christians |
| **PSHE & CITIZENSHIP** | Citizenship and British Values  Children will learn about:   * 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 | | | | | | |
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| **MFL** | **TIME TRAVELLING**   * 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 | **LET’S VISIT A FRENCH TOWN**   * 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 | **LET’S GO SHOPPING**   * Correct form of positional language * Masculine and feminine form of colours * Money | **THIS IS FRANCE**   * 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 | | | **ALL IN A DAY**   * Time – o’clock, half past, quarter past, quarter to * Conjugate regular verbs * Time – five minute intervals * Time – 24 hour times |