**Curriculum Overview 2024 - 25**

**Class 3**

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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | | **TERM 5** | **TERM 6** |
| **THEME** | **GROOVY GREEKS** | | **TOUR OF BRITAIN** | | | **THE TUDORS** | |
| **GEOGRAPHY** | Study of a European Region (Integrated Tasks Week)  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 (Integrated Tasks Week)  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 and features studied * Use the eight points of the compass, six-figure grid references, symbols and key (including the use of Ordnance 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** | What Did the Greeks Ever Do for Us?  Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks. | | What Does the Census Tell Us About Our Local Area? (Integrated Tasks Week)  Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street. | | | What Was Life Like in Tudor England?  Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.  *School Visit: John Moore Museum, Tewkesbury. Workshops include: ‘At Home with the Tudors; Meet the Tudor Barber Surgeon; Building a Tudor House* | |
| **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  Alberto Giacometti  *Task: final outcome – wire and Modroc sculpture* | | 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  Ben Giles; Dolan Geiman  *Task: final outcome to use a variety of collage materials to recreate a chosen UK landscape e.g. urban, countryside, beach, mountain etc.* | | | Printing   * Design and create lino printing blocks/tiles * Develop techniques in mono, block and relief printing * Create and arrange accurate patterns * Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, cutting, shape, tile, block, colour, arrange, collograph   Artist  Neil Shigley; Angie Lewin  *Task: final outcome to design and make a lino print portrait* | |
| **DESIGN TECHNOLOGY** | When designing and making, pupils should be taught to:   * Design * Make * Evaluate * Technical knowledge. . .*see below* | | | | | | |
| Mechanisms – Pulleys and Gears   * Understand and use mechanical systems in their products e.g. gears and pulleys   *Task: to design and make their own Rube Goldberg machine* | | Cooking and Nutrition – Bolognese   * To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   *Task: to plan, prepare and cook their own version of a Bolognese sauce* | | | Structures   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures   *Task:**design and make a Tudor manor house* | |
| **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 | | | | | | |
| Singing and Performing – Livin’ On a Prayer   * Livin’ on a Prayer by Bon Jovi * We Will Rock You by Queen * Smoke on the Water by Deep Purple * Rockin’ All Over the World by Status Quo * Johnny B. Goode by Chuck Berry * I Saw Her Standing There by The Beatles | | Playing Instrument  Use and understand staff and other musical notations.  Listen with attention to detail and recall sounds with increasing aural memory.  Instrumental progression linked and building on KS1 & Lower KS1  G,A,B, D,C ,E F,G | | | Improvisation and Composing  Improvise and compose music for a range of purposes using the inter-related dimensions of music. | |
| **SCIENCE** | 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* | 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* | 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 11th February | Digital Literacy  Copyright and Ownership | | Digital Literacy  Health, Wellbeing and Lifestyle | |
| Information Technology  [Webpage creation (6.2)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation)  Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. | Information Technology  [Introduction to spreadsheets (6.4)](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets)  Answering questions by using spreadsheets to organise and calculate data. | Computer Science  [Selection in quizzes (5.6)](https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes)  Exploring selection in programming to design and code an interactive quiz. | Computer Science  [Sensing movement (6.6)](https://teachcomputing.org/curriculum/key-stage-2/programming-b-sensing)  Designing and coding a project that captures inputs from a physical device. | | Information Technology  [Flat-file databases (5.4)](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases)  Using a database to order data and create charts to answer questions. | Information Technology  [Video production (5.2)](https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing)  Planning, capturing, and editing video to produce a short film. |
| **PE** | Games, Team Building and Fitness  Invasion Games: Netball; Hockey  Circuits | | Gymnastics, Games and Dance  Striking Fielding: Cricket  Dance: Carnival! | | | Athletics, Swimming and Games  Striking/Fielding: Rounders  Net and Wall: Tennis  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 | |
| **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 |