

### Class 3 Autumn Term 2020

This term, our main focus is to settle children back into the routines of school, helping them to be confident, self-assured, with a sense of well being and a readiness to learn. Our curriculum will evolve over the term according to our assessments of the children – both personally and academically. Our aim is to enable our children to activate prior learning and recover lost learning.

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<u>Stone Age:</u> During this unit we will explore the Neolithic people. We will look at how things change over time, how they created tools and used fire, what their beliefs were, where they lived, and the mysterious stone structures dotted around the UK.	Vikings – KS2 Victorian toys (EYFS) Travel – artefacts / Victorian (Y1/2) Victorian holidays – Y1 Industrial revolution/ local area study
<b>Geography</b>	Investigate patterns Communicate geographically	<u>Mountains:</u> In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.	Wonderful world – continents and oceans – Y1/2
<b>Design and Technology</b>	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>The Great British Bread Off:</u> This Great Bread Bake Off unit will teach your class about working with food. Children will gain an insight into the history of bread production, then investigate and evaluate existing bread products. They will create design criteria which will be referred to when designing, making and evaluating their own bread product. Children use a range of skills and techniques using simple kitchen tools and measuring equipment, they will learn how to knead dough correctly and the technique of proving bread.  <b>This will include baking at home due to Covid-19.</b>	Dippers (KS1)
<b>Art and Design</b>	Develop ideas Master techniques Take inspiration from the greats	<u>Sculpture:</u> This unit will run alongside our Stone Age unit as well as our mountain unit. We will be exploring different techniques to create a sculpture.	Describe the work of notable artists, artisans and designers: Monet – Y1 Colour chaos (colour for emotions) – Y1/2
<b>Religious Education</b>	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed	<u>Food and Fasting:</u> In this unit about food and fasting, children will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how	Is it true that Jesus came back to life again? – Y1

	<p>Reflect</p> <p>Understand values</p>	<p>and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used within religions for celebrations, before applying all they have learnt to plan a celebratory feast event.</p> <p><u>People of Faith:</u> Children will learn about the lives of people of faith in different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories before examining the role of beliefs and/or faith in their own lives.</p>	
<b>Physical Education</b>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Invasion Games</p>	<p>Gymnastics</p> <p>Dance</p> <p>Games</p>
<b>Music</b>	<p>Perform</p> <p>Describe</p> <p>Transcribe</p> <p>Compose</p>	<p><u>Ukulele</u></p> <ul style="list-style-type: none"> <li>• Dynamics with strumming</li> <li>• Rhythm</li> <li>• TAB</li> <li>• Composition</li> </ul>	<p>Body percussion, Ourselves – KS1</p> <p>Travel – using instruments/ voices – KS1</p>
<b>Computing</b>	<p>Code</p> <p>Collect</p> <p>Communicate</p> <p>Connect</p>	<p><u>Word Processing:</u> In this unit the children will explore the important features of Word. They will learn how to create documents, save, print, and edit the format.</p> <p><u>Video (Rising Stars)</u></p> <p>The children will learn to create videos using a range of techniques. They will solve problems, improve and edit their productions.</p> <p><u>Online safety:</u></p> <p>We will continue to learn about Internet safety, linking to Internet Legends (safe, secure, brave, kind, alert). Children will look at how to improve the efficiency of their online searches, the types of websites that are best for them to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term ‘cyberbullying’ and look at how they should communicate online and deal with instances of people being unkind via digital means.</p>	<p>Computer skills</p> <p>Internet safety</p>
<b>Maths</b>	<p>To multiply and divide</p> <p>To use statistics</p> <p>To use measures</p>	<p><u>A range of contexts:</u></p> <p>Multiplication and division</p> <p>Statistics</p>	<p>To multiply and divide</p> <p>To use statistics</p> <p>To use measures</p>

	To understand the properties of shape To use fractions	Length and height Geometry – shape Fractions	To understand the properties of shape To use fractions
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<p><u>Fiction: Storm</u> The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.</p> <p><u>Non-fiction: Who killed Tutankhamun?</u> In this unit, the children explore the Big Question: Who killed Tutankhamun? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.</p> <p><u>Brilliant Books Text: TBD</u></p>	The Storm Whale - KS1 Non-fiction: All about orangutans Does chocolate grow on trees? KS2 Brilliant Books – Excitable Edgar
<b>PSHE</b>		Invasion Games	Identity Bullying Diversity Internet Legends
<b>Science</b>	Work Scientifically Understand animals and humans To understand the Earth's movement in space	<p><u>Rocks?</u> In this module children will work as 'Rock Detectives' establishing core knowledge and understanding of rocks, their relationship to soils and how fossils have formed over time.</p> <p><u>Amazing bodies (Bio)</u> In this module children will build on their knowledge of the human body developed in Key Stage 1. They will revisit the importance of eating the right amounts of different types of food, but will extend this knowledge to understand that the food we eat provides us with the nutrition that our bodies require to remain healthy. They will learn about the range of nutrients that humans need to consume in the correct amounts and the role that these nutrients play in keeping</p>	Ourselves (EYFS) Seasons/ Weather Senses

our bodies healthy. They will also learn that humans and some other animals have skeletons and muscles for support, protection and movement.

Where does all that food go? (Bio)

In this module children will build on knowledge of the human body that they developed in Key Stage 1 and also during the Amazing Bodies unit in Year 3. In this module the children will learn about the human digestive system. They will be introduced to the main body parts associated with the digestive system; the mouth, tongue, teeth, oesophagus, stomach, intestines, rectum and anus.