**Class 3 Autumn Term 2022**

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| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past  Build an overview of world history  Understand chronology  Communicate historically | Rock of Ages (The Stone Age to the Iron Age): This ‘Stone Age to Bronze Age’ unit will teach your class about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.  **Maths link - chronology** | Romans – KS2  Anglo-Saxons – KS2  Victorian toys (EYFS)  Victorian holidays – Y1  The Vikings |
| Geography | Investigate patterns  Investigate places  Communicate geographically  Investigate places | Maps of the World: The children will be exploring a variety of world maps in this unit. They will identify the equator and places between the Tropics of Cancer and Capricorn. They children to use terms such as Prime Meridian, Equator, eastern hemisphere and western hemisphere. They will explore latitude and longitude also.  Transportation: The children will explore transportation in a range of settings. They will explore ways of travel within cities as well as national travel. The children will further apply their understanding of travel by exploring international travel. | Vikings – KS2  Romans – KS2  Wonderful world – continents and oceans – Y1/2  PSHE – One World  International Trade  Somewhere to Settle |
| Design and Technology | Master practical skills  Design, make, evaluate and improve  Take inspiration from design throughout history | Food: Adapting a Recipe (Year 4 Unit): Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients  **Science Link – Health**  **Maths link - Measures** | Dippers (KS1)  Constructing Castles |
| Art and Design | Develop ideas  Master techniques  Take inspiration from the greats | Prehistoric Art (Year 3 Unit): The children will experiment with charcoal, berries, leaves, homemade paints and more to get a sense of what it was like to create art thousands of years ago and why these pieces were created. | Describe the work of notable artists, artisans and designers: Monet – Y1  Colour chaos (colour for emotions) – Y1/2  Formal Elements |
| Religious Education | Understand beliefs and teachings  Understand practices and lifestyles  Understand how beliefs are conveyed  Reflect  Understand values | Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (Hinduism) The children will explore the important of Diwali at home and within their community. They will explore the festival and identify features of it.  Has Christmas lost its true meaning? (Christianity) The children will explore the Christmas story and discuss what Christmas means to Christians (and themselves). | Is it true that Jesus came back to life again? – Y1  Nativity performance  What is the most significant part of the nativity story?  How can Brahman be everywhere and in everythinkg? |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Gymnastics  Invasion Games  Net and Wall | Gymnastics  Dance  Games |
| Music | Perform  Describe  Transcribe  Compose | Ukulele  • Dynamics with strumming  • Rhythm  • TAB  • Composition | Body percussion, Ourselves – KS1  Travel – using instruments/ voices – KS1 |
| Computing | Code  Collect  Communicate  Connect | Online Safety (Year 4 Unit): Searching for information within a wide group of technologies, the children make a judgement about accuracy. They will learn how to recognise adverts and pops, distinguish fact from opinion, recognise that technology can be distracting, as well as learning how to be respectful of others online.  Emailing (Year 3 Unit): The children will be learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. Options for both Google and Microsoft schools. | Computer skills  Internet safety  Scratch - Year 2  Online Safety  Digital Literacy  Programming Scratch |
| Maths | To multiply and divide  To use statistics  To use measures  To understand the properties of shape  To use fractions | A range of contexts:  Place value  Addition and subtraction  Multiplication and division  Perimeter | To multiply and divide  To use statistics  To use measures  To understand the properties of shape  To use fractions |
| English | Understand texts  Transcribe  Compose  Analyse  Present | Storm  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.  Was Tutan killed?  In this unit, the children explore the Big Question: Who killed Tutankhamen? 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.  Performance Poetry  The children share and enjoy three poems, identifying and giving reasons for their likes and dislikes. They discuss poetic features, the poems’ structure and the poet’s language choices. They look at the poet’s use of personification in depth and then draft and write their own versions of The Sound Collector.  Brilliant Books – John Lewis Advert | The Storm Whale - KS1  Non-fiction: All about orangutans  Does chocolate grow on trees? KS2  Brilliant Books – Excitable Edgar  How to train your dragon  Sound Spooky  Exploring Language  How far would I go to look cool? |
| French | To read fluently.  To write imaginatively.  To speak confidently.  To understand the culture of the countries in which the language is spoken. | J'Apprends Le Français (I'm Learning French): This is a unit for introducing France as a country and other French speaking countries. This increases the children's' intercultural awareness. It also teaches the children how to ask and answer the questions "ça va?", "comment tu t-appelles?" and introduces numbers 1 to 10 along with ten colours. Within a few lessons the children can communicate  some basic phrases describing facts relating to France and French speaking countries. This is the quickest way to kick-start French in your school!  L’ancienne Histoire de la Grande Bretagne (Ancient Britain): This is the first in our suite of four units based on Ancient Britain. We start by introducing the children to the whole timespan that we will cover in our suite of 4 units - from the Stone Age all the way through to the Vikings. In this particular unit we will focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. We will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit. | Continue to count, reaching 100, to enable students to say the age of various family members.  Phonics catch up  Presenting myself |
| PSHE | Caring friendships.  Being a good citizen.  Mental wellbeing. | TEAM  This unit is inspired by the idea that if a class team works well  together, it has a positive impact on all of its members and what they  can achieve. It aims to enable the children to identify the impact their  actions have on the team they are working in. In this unit, children  learn about successful teamwork skills, being considerate of others  in the team and how to positively resolve any conflicts that occur.  They will also learn about their individual responsibilities towards  teams they work in and how new starts, such as starting a new  school year, may feel and how they can support each other in this  Be Yourself | Identity  Bullying  Diversity  One World  Safety First |
| Science | Work Scientifically  Understand animals and humans | Amazing Bodies  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 our bodies healthy. They will also learn that humans and some other animals have skeletons and muscles for  support, protection and movement.  When working scientifically children will ask and answer their own questions about the human body and diet through classifying, pattern-seeking investigations and by carrying out research using secondary sources. They will have opportunities to gather data and record and present these in a range of ways.  Where does all the Food Go?  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. They will learn that the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body.  They will learn about how food can be broken down through mechanical and chemical processes. They will learn in more detail about the roles of the different types of teeth in breaking food down, and how to care for their teeth. They will also learn about milk teeth and permanent teeth. There are also opportunities for children to investigate questions around toothpastes.  When working scientifically children will ask and answer questions about teeth, digestion and food chains by carrying out research using secondary sources. They will group and classify teeth by their function and relate this to diet. They will have opportunities to carry out comparative and fair tests on different types of toothpaste and to record and present data in a range of ways.  **Maths Link – length** | Ourselves (EYFS)  Seasons/ Weather  Senses  Good Vibrations  States of Matter |