**Class 3 Spring 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 | A local history study (Staffordshire Hoard): Using their knowledge of the Vikings and Anglo-Saxons, the children will explore the famous Staffordshire Hoard. The children will explore how it was found as well as the artefacts that were found. They will use this source of evidence to further their understanding of this time period. We will also visit parts of the Staffordshire Hoard at a local museum. | Anglo-Saxons – KS2Victorian toys (EYFS)Victorian holidays – Y1The Vikings |
| Geography | Investigate patterns Communicate geographicallyInvestigate places | International Tourism: The children will use their knowledge from the previous unit to further understand our place in the world. We will explore tourism, the purpose of it and the impact it has on the environment.Transportation: The children will explore transportation in a range of contexts. They will explore what transport looks like in cities, nationally and internationally. | Vikings – KS2Romans – KS2Wonderful world – continents and oceans – Y1/2Somewhere to Settle |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history | Eating Seasonally (Year 3 Unit): Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients. | Dippers (KS1)International Trade (Geography) |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats | Every Picture Tells a Story (Year 4 Unit): Develop children’s ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages and abstract art inspired by the work explored | Describe the work of notable artists, artisans and designers: Monet – Y1Colour chaos (colour for emotions) – Y1/2 |
| Religious Education | Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values | Is forgiveness always possible? (Christianity) We are learning to understand how Jesus’ life, death and resurrection teaches Christians about forgiveness. What is the best way for a Sikh to show commitment to God? (Sikhism)We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. | Is it true that Jesus came back to life again? – Y1How can Brahman beeverywhere and ineverything? |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Net and Wall Alternative SportDance Striking and Fielding | Net and Wall Alternative SportDance Striking and Fielding |
| Music | PerformDescribeTranscribeCompose | Ukulele• Dynamics with strumming• Rhythm• TAB• Composition | Body percussion, Ourselves – KS1Travel – using instruments/ voices – KS1 |
| Computing | CodeCollectCommunicateConnect | Investigating Weather (*Year 4 Unit):* Researching and storing data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast. Options for both Google and Microsoft schools.Networks and the Internet (*Year 4 Unit):* Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools. | Spreadsheets (Top Trumps Card)Internet safety – KS1 and 2Inside a computer – KS1 |
| Maths | To multiply and divideTo use statisticsTo use measuresTo understand the properties of shapeTo use fractions | A range of contexts:Multiplication and divisionMeasures - AreaFractionsDecimals | To multiply and divideTo use statisticsTo use measuresTo understand the properties of shapeTo use fractions |
| English | Understand textsTranscribeComposeAnalysePresent | The Spiderwick ChroniclesIn this unit, the children explore fantasy fiction. They read the interactive eBook, asking questions and developing understanding of inference. They use drama to explore characters and suspense. They develop editing and proof-reading skills. They plan, edit and write a new episode of the fantasy story they have studied.The Most Incredible SportIn this unit, the children explore the Big Question: What is the world’s most incredible sport? They read the interactive eBook, finding information and distinguishing between fact and opinion. They answer the Big Question, planning and writing their own newspaper report.Creating imagesThe children enjoy the range of poems in the unit and discuss and explore their uses of figurative language. They learn and revise metaphor, simile and personification and then identify the features of free verse, haiku and performance poetry. Finally they draft and write their own poems using ones from the unit as models. | How to Train your Dragon (Fantasy)How Far Would You Go To Look Cool? (Non-chronological report)Exploring Poetic LanguageOrang-utans – KS1  |
| PSHE | To be a good citizen.Being Safe. | Think PositiveThis unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.It's My BodyThis unit, entitled It’s My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary. | IdentityBullyingDiversityInternet Legends |
| French | Read fluentlyWrite imaginativelySpeak confidentlyUnderstand the culture of the countries in which the language is spoken | Chez moi (my home)In this unit the children will learn how to:* Say whether they live in a house or an apartment and say where

it is.* Repeat, recognise and attempt to spell up to ten nouns (including

the correct article for each) for the rooms of the house inFrench.* Tell somebody in French what rooms they have or do not have

in their home.* Ask somebody else in French what rooms they have or do not

have in their home.* Attempt to create a longer spoken or written passage in French

recycling previously learnt language (incorporating personaldetails such as their name and age).Les Instruments (Musical Instruments)In this unit the children will learn how to:* Name ten instruments in French.
* Match all the new French words to the appropriate picture.
* Remember the words for at least five instruments and their correct gender

 in French, unaided.* To say that they play an instrument of their choice correctly in French.
 | Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language. |
| Science | Work ScientificallyUnderstand plantsUnderstand light and seeing | Our Changing WorldIn this module children will build on prior knowledge by going outside and classifying plants in the local area at different times of the year. They will learn that different criteria can be used to classify plants depending on the time of year. This module also builds on work in Year 3 around the functions of different parts of flowering plants, their requirements for life and their life cycle. When working scientifically children will make careful observations of leaves, bark, buds, tree shape and flowers. They will use these observations to classify the plants and will record this information using keys.Light: Can you see me? (Phy)In this module children start their formal look at light, and whilst they will have some prior experience at home, this has not been covered in school before. They will learn about how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night. | Apprentice gardener/ plant detectives (KS1) |