**Class 3 Summer 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 | Great Explorers: Using their knowledge from the Vikings, the children will explore other great world explorers. | The Staffordshire HoardRomans – KS2Anglo-Saxons – KS2Victorian toys (EYFS)Victorian holidays – Y1The Vikings |
| Geography | Investigate patterns Communicate geographicallyInvestigate places | Earthquakes, Mountains and VolcanosThe children will explore the formation of volcanos and mountains, as well a understanding earthquakes. We will explore different locations such as the Ring of Fire and the impact of earthquakes and volcanoes. | Europe – Mountains |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history | Slingshot Car (Year 4 Unit)Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis. | Dippers (KS1)International Trade (Geography) |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats | Art and Design Skills (Year 3 Unit)Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator. | Describe the work of notable artists, artisans and designers: Monet – Y1Colour chaos (colour for emotions) – Y1/2Juggling Balls – KS2 |
| Religious Education | Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values | Would visiting the River Ganges feel special to a non Hindu? (Hinduism)We are learning to understand the significance of the River Ganges both for a Hindu and non Hindu.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 | Swimming Athletics & Outdoor | Swimming Athletics & Outdoor |
| Music | PerformDescribeTranscribeCompose | Ukulele• Dynamics with strumming• Rhythm• TAB• Composition | Body percussion, Ourselves – KS1Travel – using instruments/ voices – KS1 |
| Computing | CodeCollectCommunicateConnect | HTML (*Year 4 Unit)*Children learn about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remixing' a website's text and images to create a fake news story.Website Design (*Year 4 Unit)*Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages. This unit has options for both Google and Microsoft-based devices. | Spreadsheets (Top Trumps Card)Internet safety – KS1 and 2Inside a computer – KS1Scratch – Year 2 |
| 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 | Christophe’s StoryChristophe's story can help him fit into his new life, if he has the courage to tell it… Christophe has a story inside him - and this story wants to be told. But with a new country, a new school and a new language to cope with, Christophe can't find the right words. He wants to tell the whole school why he had to leave Rwanda, why he has a scar made by a bullet from a soldier's gun and what happened to his baby brother, but has he got the courage to be a storyteller? Christophe must find a way to break through all these barriers, so he can share his story with everyone.Chat Show ChallengeThe children are introduced to the main idea of the unit: that they will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history. As a class, they consider the pros and cons of railways and the different opinions that were held by people at the time. They use a range of questioning techniques, including probing questions aimed to elicit certain responses. In the debate, the children put across their points of view about the idea of a railway being built. They then receive a ‘surprise’ newspaper article, telling them about the opening of the railway. The unit concludes with a chat show, to discuss the feelings of the characters once the railway has been built.The Grand TourThe children are introduced to the main idea of the unit: that they will create an informative and interesting tour of their school. As a class they identify the key components of a tour, research interesting points of history related to their school and explore a range of presentation techniques, including face-to-face and virtual tours. The children create a short history leaflet about their school, and work as a team to create a comprehensive, interactive tour that can be placed on the school website or shown on a screen in the entrance hall (or presented as a mini-book), using photos, text, audio recordings and video clips. If the school already has an interactive tour, this unit could be adapted to create a tour of a specific area of the school, the school grounds or part of the local area.Shape poetryIn this unit, the children learn about and enjoy reading calligrams before writing their own. They go on to look at and explore shape poems, writing their own both as a whole class and individually. | How Far Would You Go To Look Cool? (Non-chronological report)Exploring Poetic LanguageExploring Poetic FormStormOrang-utans – KS1  |
| PSHE | To be a good citizen | Respecting RightsThis unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us. | IdentityDiversity |
| French | Read fluentlyWrite imaginativelySpeak confidentlyUnderstand the culture of the countries in which the language is spoken | Au café (café)A very typical French subject - food & drink at the cafe! This unit teaches nouns and article for a variety of foods and drinks. It will teach the children how to order a selection of foods and drinks from a French menu. We will also teach the children how to order breakfast items, order typical French snacks, and ask for the bill in French. This is a fun and involving unit full of role play opportunities. Why not set up a French cafe in your classroom for an inspiring end of unit language experience? This is highly recommended!Quelle est la date aujourd hui? (What is the date?)This unit will teach the children months of the year and the key dates in the French calendar. It is a great unit for enabling teachers and children to be able to say the date in French and includes role play activities asking and answering the question 'when is your birthday?' Another essential unit for allowing teachers to develop a whole school approach to language learning as after this unit the date can always be expressed in French. | Numbers / basic role-play vocabulary.Use phrases previously learnt such as; if they like or dislike.Pupils will need to use numbers 1-30 in this unit, as well as revising the days of the week in French. |
| Science | Work ScientificallyUnderstand plantsUnderstand light and seeing | How does your Garden Grow?In this module children will build on their experiences of identifying and growing plants in Key Stage 1. They will revise the names of the main parts of a plant (root, stem/trunk, leaf and flower) introduced in Year 1, learning their functions and how these relate to their appearance and structure. They will learn about the absorption and transport of water and nutrients and the role of the leaf in making food for the plant (knowledge of the process of photosynthesis is not required at this stage). They will also learn about the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant, building on observations of growth of seeds and bulbs in Year 2. They will learn more about different types of plant reproduction in Year 5. The content of this module will complement the lessons in the Our Changing World module where children study plants in their natural habitats, identifying their parts and observing the stages of their life cycles and the effect of seasonal change. In the Our Changing World module children will also investigate the requirements for healthy growth.**Maths Link – Grouping (Venn diagrams)** | Apprentice gardener/ plant detectives (KS1) |