**Class 3 Summer Term 2023**

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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 | Smashing Saxons and Scots: This unit will teach the class about the invasions of the Scots and the Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle. They will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names. They will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this, they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the house were like. They will also explore the Pagan beliefs of early Anglo-Saxons and learn about the many gods they worshipped. Finally, they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.**Maths link - chronology** | Romans – KS2Anglo-Saxons – KS2Victorian toys (EYFS)Victorian holidays – Y1The Vikings Staffordshire Hoard |
| Geography | Investigate patterns Investigate placesCommunicate geographicallyInvestigate places | Europe: The children will explore the continent of Europe and the countries within it. They will research populations and make comparisons. Finally, they will also apply their previous work on rivers by identifying and researching rivers within Europe. | International TradeSomewhere to SettleMaps of the WorldTransportationRivers |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history | Cushions (Year 3): Having already learnt the basics of sewing and decorating fabric in earlier years, this topic offers extra challenge by introducing two new skills to add to their repertoire: cross stitch and appliqué. After learning these techniques, they apply their knowledge to the design, decoration and assembly of their very own cushions.**Maths link – Measures** | Dippers (KS1)Constructing Castles |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats | Sculpture (Year 4 Unit): In this topic, children’s work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects. | Describe the work of notable artists, artisans and designers: Monet – Y1Colour chaos (colour for emotions) – Y1/2Formal Elements |
| Religious Education | Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values | Do people need to go to church to show they are Christians? (Christianity) In this unit, the children will explore different churches around the UK. We will discuss what it means to be a Christians and how the church can play a role in many Christians’ lives.Could Jesus really heal people? Were these miracles or is there some other explanation? (Christianity) In this unit, we will explore the miracles within the bible. The children will retell key aspects of the story and discuss what they think happened. | Is it true that Jesus came back to life again? – Y1Nativity performanceWhat is the most significant part of the nativity story?How can Brahman be everywhere and in everything? |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | • Athletics• Dance | GymnasticsDanceGames |
| Music | PerformDescribeTranscribeCompose | Ukulele• Dynamics with strumming• Rhythm• TAB• Composition | Body percussion, Ourselves – KS1Travel – using instruments/ voices – KS1 |
| Computing | CodeCollectCommunicateConnect | Computational Thinking (Year 4 Unit): Computational thinking refers to the four skill areas needed to solve problems effectively: abstraction, algorithm design, decomposition and pattern recognition. Pupils explore and apply these skills in a range of plugged and unplugged activities before being challenged to complete an independent programming challenge.Collaborative Learning (Year 4 Unit): Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools using Microsoft software. Developing an understanding of the benefits of working together and how the Internet provides opportunities to do this remotely. | Computer skillsInternet safetyScratch - Year 2Online SafetyDigital LiteracyProgramming Scratch |
| Maths | To multiply and divideTo use statisticsTo use measuresTo understand the properties of shapeTo use fractions | A range of contexts:DecimalsTimeStatisticsGeometry - angles and 2D shapesGeometry - position and direction | To multiply and divideTo use statisticsTo use measuresTo understand the properties of shapeTo use fractions |
| English | Understand textsPresent neatlySpell correctlyPunctuate accuratelyWrite for purposeUse imaginative descriptionUse paragraphsUse sentences appropriatelyAnalyse writingPresent writing | Ottoline and the Yellow Cat: The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters’ thoughts and feelings, and on the features of mystery stories. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline’s parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe.Wanted: Space Explorer: In this unit, the children select applicants to be trained as astronauts for a mission to Mars. They read about Neil Armstrong in the interactive eBook, using the eBook’s features to find out about Neil Armstrong’s personal qualities. They focus on effective use of pronouns and fronted adverbials, and use these in their writing tasks: to write a diary entry and a biography.Playing with words: In this unit, the children enjoy listening and responding to a range of poems. They learn about poems that play with language. They compose class and individual poems, editing and improving their work as part of the process. | The Storm Whale - KS1Non-fiction: All about orangutansDoes chocolate grow on trees? KS2Brilliant Books – Excitable EdgarHow to train your dragonSound SpookyExploring LanguageHow 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. | Je Me Presente (Presenting Myself): This unit teaches just enough language to the children to enable them to present themselves accurately in French. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic French conversation. An excellent way to start role play conversations in your classroom with everything you need provided!Les habitats (Habitats): This is a great unit for studying habitats. We start by looking at the main elements animals and plants need to survive in a habitat. We then move on to learn about key examples of the 5 different habitat types we are studying. In lesson 3 we look at what types of plants grow in the various habitats we are studying. In week 4 we examine which animals live in each of the habitats and look at some of their adaptations. Finally we prepare our materials and PowerPoints so that each pupil (individually or in groups) can make a habitats presentation to the rest of the class in French. As always, we finish our unit with our end of unit assessment exercises. | Continue to count, reaching 100, to enable students to say the age of various family members.Phonics catch upPresenting myself |
| PSHE | Caring friendshipsFamilies and people who care for meRespectful RelationshipsBeing a good citizen | VIPsBritain | IdentityBullyingDiversitySafety FirstTEAM |
| Science | Work ScientificallyUnderstand movement, forces and magnetsInvestigate light and seeing  | The Power of the Force: During this topic children will explore how forces can make objects start to move, speed up, slow down or change direction. They will compare how things move on different surfaces. This idea will be developed further in Year 5 when they will learn about friction. They will learn that some forces need contact between two objects, but that magnetic forces can act at a distance. They will identify that magnets attract some materials and not others and that these are known as magnetic materials. They will learn that some metals, but not all, are magnetic and that all nonmetals are non-magnetic. They will learn that magnets have two poles and that two magnets will attract or repel each other, depending on which poles are facing.Can You See Me? 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. They will explore what causes a shadow, as well as how the shape and size of a shadow can be affected by its position. They will learn how exposure to sunlight can cause harm, and about ways by which they can protect themselves. The children will carry out some investigations to test materials such as sunglasses and materials to reduce/block out light, and develop their skills with respect to the working scientifically strand of the curriculum.Theme week: Space | Ourselves (EYFS)Seasons/ WeatherSensesGood VibrationsStates of Matter |