

Class 2 Y3-6

YEAR A Key skills

Subject	Term 1 and 2 Mountains Locational knowledge of mountains of the world. How are they formed? Economic activity surrounding mountains. Challenge: Build a ski-lift to travel up a clay mountain.		Term 3 and 4 Romans/Local History study Legacy of Roman civilization on British culture. Roman invasion of Britain. Roman ruins in Miserden and surrounding area. Challenge: Create a Mosaic of something that was a Roman legacy in Britain.		Term 5 and 6 Light and Sound Investigate how light and sound travel Light challenge T5 Create a periscope to see around corners Sound challenge T6 Create sound effect for a film clip using objects and instruments.	
Maths White rose scheme for core work supplemented with target your maths .	Y3/4 – Number - Place Value Y3/4/5/6 – Roman numerals Y5/6 – Number – Place Value Y5/6 – Number - Four Operations	Y3/4 Number – Addition and subtraction Y3/4 Number Multiplication and division Y5/6 – Statistics Y5/6 Square and cubed numbers	Y3/4 Fractions – Y4 Decimals Y3/4 Money Y5/6 Fractions decimals and percentages Y6 - Algebra	Y3/4 Perimeter area and length Y3/4 measurement – mass and capacity Y5/6 - Perimeter area and volume Y5/6 Converting Units of measurement	Y3/4 Measurement – Time Y3/4 Statistics Y5/6 Geometry Properties of shape – position and direction Y6 - Ratio	Y3/4 Properties of shape including position and direction y4. Y5/6 Consolidation and investigations – Use deepening activities and nrich open-ended problem solving activities.
English	Text Types Newspaper report Instruction text	Text Types Narrative - adventure Book review	Text Types Non chronological report Diary entry	Text Types Interview Discussion Text	Text Types Poetry unit Non-chronological report	Text Types Persuasive letter Narrative

Teach related to a text - dependent on RT=RP books	Character description. SPAG	SPAG	Myths and legends SPAG	SPAG	SPAG	Explorer – Katherine Rundell SPAG
Science Link to topic where possible	Rocks (linked to topic) -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter.	States of matter/ Materials changing states Y3/4 -compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Year 5/6 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Electricity Y3/4 - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.	Plants humans and animals - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - describe the simple functions of the basic parts of the digestive system in humans - construct and interpret a variety of food chains, identifying producers, predators and prey Label bones of the body and the importance of the skeletal system. Y5/6 identify the different types of teeth in humans and their simple functions	Sound (linked to topic) identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it – - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases. Y5/6 Investigate sound waves, see how sound waves vary in size depending on the pitch of the sound.	Light (Link to topic) Y3/4 recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. Y5/6 recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

		<p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Y5/6</p> <p>Create a parallel circuit and explain how it varied from a series circuit.</p> <p>Label scientifically accurate drawings of circuits with correct scientific images for bulbs, switches, battery and motor.</p>	Describe the changes as humans develop to old age.		<ul style="list-style-type: none"> - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
RE (Year B)	LKS2 Creation/Fall 2a.1	UKS2 Jewish People – Torah U2.9	UKS2 What matters most? U2.12	UKS2 Salvation 2b.6	UKS2 Gospel 2b.5	LKS2 Life as a journey L2.10
PE	Invasion Games Football/ Rugby	Gymnastics	Dodgeball/ Dance Swimming	Invasion games Netball/Basketball	Bat and ball games Cricket/Rounders/tennis	Athletics
PHSE	Make me a Superhero – Building Resilience	Keeping Safe	Drug Education	Health and wellbeing	Global Citizens	RSE Scheme (Class to be split into year 3/4 and year 5/6).

	Resource pack on shared drive.	Safety at home First aid (external training for children) What to do in an emergency.	Year 3 and 4 Year 5 and 6	Facts for life pack.	Links to environment (energy, water and biodiversity) what changes can we make to impact this.	Letter to be sent home discussing areas covered.
Computing (alternative to forest school).	Google Be internet Legends Safe and secure use of the internet	Recording a podcast Use a range of software to create a podcast. Using input and output devices Creating digital audio Linked to Music	Programming and debugging using scratch. Writing and rewriting programs to achieve a desired outcome	Creating an animated story using scratch.	Internet research and webpage design. Investigate existing websites and collaboratively create a class website with multiple blog entries explaining some of the many dangers of deforestation and the existing wildlife in the amazon rainforest.	Generate a presentation explaining what we can do to impact the environment.
Topic Art DT Music History Geography	See Science for links to rocks Geography Understand key aspects of physical geography – mountains. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Use maps atlases, globes and digital maps to locate countries and describe physical geography DT Design a ski-lift – explore existing examples – annotated sketches. Make a ski lift - using appropriately chosen materials Evaluate a ski-lift – does the ski-lift work as intended?	History the Roman Empire and its impact on Britain Roman invasion of Britain and British Resistance Boudica The power of the Roman army and its organisation The cultural impact on Britain – roads, food, environment, architecture of villas and design (mosaics). a local history study investigating how the Romans had an impact on this area – Corinium museum. Roman villas and their ruins locally. Geography Physical geography – volcanoes (Vesuvius and eruption at Pompeii)			See Science for links to Light and Sound Art To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials – charcoal (sketch using charcoal of object affected by light in a dark room). Music Charanga music Fresh prince of Bel-Air Y6 Charanga music Summer Play	

	Explore technical knowledge of and use mechanical systems pulleys and levers to work the ski-lift. Music Charanga music Mamma Mia Y4 Charanga music Yo Ho Ho Y3		Music Charanga music Lean on me Y4 Charanga music StopY5			
British values	The Rule of Law	What is democracy? UK political system	Promoting tolerance	Mutual respect	Freedom and the importance of individual liberty	Classroom general election - create a manifesto for Prime minister and present to the class before voting.