

Class 2 Y3-6

YEAR A Key skills

<p>Subject</p>	<p>Term 1 and 2</p> <p>Lift Off!</p> <p>Art and DT – Science (forces) – Linked to literacy</p> <p>Challenge Build an airship that is able to fly, using knowledge of forces and materials.</p> <p>Skills and knowledge</p> <p>Forces – what forces are acting?</p> <p>What materials are suitable for building an aircraft?</p> <p>How do aircraft and spaceships work?</p> <p>How have aircraft changed over time?</p> <p>What powers spaceships?</p> <p>Who were some of the first explorers using flight? – Amilia Earhart.</p>		<p>Term 3 and 4</p> <p>Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Challenge – A Viking day at Copsegrove farm demonstrating knowledge learned about the Viking period.</p> <p>Skills and Knowledge</p> <p>Who was Edward the Confessor and how did he die?</p> <p>What was a Viking raid like? Where did they invade?</p> <p>How did the Vikings fight?</p> <p>What was life like in Viking Britain?</p> <p>What happened to the Vikings?</p>		<p>Term 5</p> <p>The Amazon Rainforest</p> <p>Geography and Science</p> <p>Rivers – Plants - animals and habitats</p> <p>Challenge – To produce an interactive presentation to the rest of the school and parents discussing the importance of the rainforest and to raise money to fund rainforest preservation.</p> <p>Skills and knowledge</p> <p>Which countries does the rainforest cover?</p> <p>What animals live there? What is their habitat like? Have they generated anything unique to benefit their survival?</p> <p>Why is the rainforest under threat?</p> <p>What river runs through the rainforest?</p> <p>How can we become more sustainable?</p>	
<p>Maths</p> <p>White rose scheme for core work supplemented with target your maths .</p>	<p>Y3/4 – Number - Place Value</p> <p>Y3/4/5/6 – Roman numerals</p> <p>Y5/6 – Number – Place Value</p> <p>Y5/6 – Number - Four Operations</p>	<p>Y3/4 Number – Addition and subtraction</p> <p>Y3/4 Number Multiplication and division</p> <p>Y5/6 – Statistics</p> <p>Y5/6 Square and cubed numbers</p>	<p>Y3/4 Fractions – Y4 Decimals</p> <p>Y3/4 Money</p> <p>Y5/6 Fractions decimals and percentages</p> <p>Y6 - Algebra</p>	<p>Y3/4 Perimeter area and length</p> <p>Y3/4 measurement – mass and capacity</p> <p>Y5/6 - Perimeter area and volume</p> <p>Y5/6 Converting Units of measurement</p>	<p>Y3/4 Measurement – Time</p> <p>Y3/4 Statistics</p> <p>Y5/6 Geometry Properties of shape – position and direction</p> <p>Y6 - Ratio</p>	<p>Y3/4 Properties of shape including position and direction y4.</p> <p>Y5/6 Consolidation and investigations – Use deepening activities and nrich open-ended problem solving activities.</p>

<p>English</p> <p>Teach related to a text - dependent on RT=RP books</p>	<p>Text Types</p> <p>Newspaper report</p> <p>Instruction text</p> <p>Character description.</p> <p>Brightstorm</p> <p>SPAG</p>	<p>Text Types</p> <p>Narrative - adventure</p> <p>Book review</p> <p>Brightstorm</p> <p>SPAG</p>	<p>Text Types</p> <p>Non chronological report</p> <p>Diary entry</p> <p>Create Viking myth using Arthur and the Golden Rope.</p> <p>SPAG</p>	<p>Text Types</p> <p>Interview with a Viking</p> <p>Odd and the frost giants – Neil Gaiman or Riddle of the Runes</p> <p>SPAG</p>	<p>Text Types</p> <p>Poetry unit ‘Love that Dog’</p> <p>Non-chronological report - animals of the rainforest</p> <p>SPAG</p>	<p>Text Types</p> <p>Persuasive letter - environmental issues</p> <p>Narrative</p> <p>Explorer – Katherine Rundell</p> <p>SPAG</p>
<p>Science</p> <p>Link to topic where possible</p>	<p>Space (standalone) Y3/4/5/6</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>- describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>-use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Forces Y3/4</p> <p>Learn how things move on different surfaces</p> <p>Compare and group a range of everyday materials</p> <p>Observe how magnets react to different materials</p> <p>Make predictions on magnets attracting or repelling based on how the poles are facing.</p> <p>Y5/6</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – how can we create a flying craft that prevents this.</p> <p>Identify the effects of air resistance, water resistance and friction, that</p>	<p>Sound (standalone) Y3/4/5/6</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Rocks (standalone) Y3/4/5/6</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Living things and their habitats - with Plants Y3/4</p> <p>Explore the role plants life cycle</p> <p>Look at how water is transported within plants</p> <p>A plants requirements for growth</p> <p>Different part of plants</p> <p>Y5/6</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Animals including humans Evolution and inheritance Y3/4</p> <p>Explore and classify a range of living things</p> <p>Recognise how environments change and how this can cause danger to living things – deforestation and forest fires.</p> <p>Investigate food chains producers, predators and prey – within the rainforest</p> <p>Y5/6</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (What adaptations do rainforest animals have?)</p> <p>Describe the life cycle of an amphibian, insect mammal and bird (rainforest animals)</p>

		act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.				Investigate how living things produce offspring that vary from their parents.
RE (Year B)	LKS2 Creation/Fall 2a.1	UKS2 Jewish People – Torah U2.11	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 Resource pack on shared drive.	Keeping Safe Safety at home First aid (external training for children) What to do in an emergency.	Drug Education Year 3 and 4 Year 5 and 6	Growth Mindset – Develop good learning attitudes and approach challenges with confidence.	Global Citizens Links to environment (energy, water and biodiversity) what changes can we make to impact this.	RSE Scheme (Class to be split into year 3/4 and year 5/6). Letter to be sent home discussing areas covered.
Computing	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.

<p>Topic</p> <p>Art</p> <p>DT</p> <p>Music</p> <p>History</p> <p>Geography</p>	<p>DT – design sketch and annotate ideas before making a prototype flying craft.</p> <p>Research existing materials and classify which would be successful.</p> <p>Use a range of materials for functional and aesthetic qualities.</p> <p>Evaluate created product (flying craft) against others in the class. What would be changed if repeated?</p> <p>History of flight</p> <p>Timeline of events from first air balloon to commercial flight and possible commercial space flight – Wright brothers and Amelia Earheart.</p> <p>Art</p> <p>Investigate existing airship/ hot air balloon designs annotate thoughts and create a design of their own in sketchbooks.</p> <p>Music</p> <p>Play and perform in ensemble contexts, using their voices and playing untuned musical instruments with increasing accuracy, fluency, control and expression.</p> <p>improvise and compose music for a flight</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions</p>	<p>History</p> <p>Viking raids and invasion – How did these vary from other civilizations? What made them so successful?</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p> <p>Art</p> <p>Viking runes and Viking alphabet.</p> <p>Create own clay plaque at Copsegrove to put on Viking boat.</p> <p>Geography</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – find where Vikings originated from, why and where they invaded.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. What did a Viking settlement look like?</p> <p>Music</p> <p>Charanga Music</p>	<p>Geography</p> <p>Physical geography, including: climate zones and rivers – what makes the amazon rainforest a unique climate? Locate the amazon river on a map and the countries it flows through.</p> <p>Layers of the rainforest.</p> <p>Animals of the rainforest.</p> <p>Deforestation – Research linked to science - possible dangers to living things. For presentation in ICT.</p> <p>Art – Rainforest landscape</p> <p>Drawing sketching and painting – Using the famous artist Henri Rousseau as inspiration.</p> <p>DT – cooking using some of the products that come from the amazon – rainforest cookies. Understand seasonality and where food comes from.</p> <p>Music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Charanga music</p> <p>Singing and performing for school play.</p>
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	and from great composers and musicians. – Vaughn Williams, Eric Coates, Pentatonix.					
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.

