

Class 2, Y3 - 6

YEAR A Key skills

Subject	Term 1	Term 2	Term 3	Term 4	Term 5 and 6
	<p>Our Wonderful World – our environment</p> <p>Camping trip to Copsegrove Farm investigating the local area, farming methods and use of land.</p> <p>Show the Love Week – community project celebrating our love for the environment.</p> <p><u>Skills and Knowledge Needed</u> What is Copsegrove?</p> <p>How can we take care of Copsegrove?</p> <p>How does the climate impact our environment?</p> <p>What is climate change?</p> <p>What impact are we having on the environment?</p> <p>How does the environment help our well- being?</p> <p>How can we make a healthy meal from food from our local environment –allotment?</p>	<p>Our Wonderful World – WW2</p> <p>Museum in the Park visit.</p> <p>Local landmarks trail to find evidence of WW2.</p> <p>Christmas panto trip.</p> <p><u>Skills and Knowledge Needed</u> Why did war break out?</p> <p>Who fought in WW2?</p> <p>What was life like for children?</p> <p>What is an evacuee?</p> <p>What is rationing and what food was available?</p> <p>What was the Blitz?</p> <p>What was the environmental impact of war?</p>	<p>Dreams – Inventions of the past</p> <p>Visit to the Museum in the Park.</p> <p><u>Skills and Knowledge Needed</u> How did inventions change life in Britain?</p> <p>What was the age of innovation? (Victorians)</p> <p>How did Stroud contribute to the age of innovation?</p> <p>How have these inventions influenced inventions today?</p>	<p>Dreams – Inventions of the future</p> <p>Coding workshop</p> <p>Stroudwater Canal – walk along the canal</p> <p><u>Skills and Knowledge Needed</u> What would your dream invention look like?</p> <p>What is a force?</p> <p>How will you use a cam mechanism to create a dream toy?</p> <p>What is the difference between a river and a canal?</p> <p>What is the vision for the future Stroudwater Canal Restoration project?</p> <p>What can you grow in m²?</p> <p>Link to canal barges and barge food. Use allotment to grow seasonal food.</p>	<p>Rule Britannia – Vikings</p> <p><u>Key Skills and Knowledge Needed</u> Who were the Vikings?</p> <p>Where did they come from and why did they choose to settle in England?</p> <p>Who were the significant figures and what were the key events that took place during the Viking period?</p> <p>Who was Edward the Confessor?</p> <p>How did life in Britain change after the Vikings invasion?</p>
Maths – White rose for core scheme of work.	<p>Year 3 - Number: Place value; addition and subtraction.</p> <p>Y4/5 – Number: Place value; addition and subtraction; multiplication and division; area and perimeter.</p>		<p>Year 3 - Multiplication and division; shape and perimeter; angles and turns.</p> <p>Y4/5 –multiplication and division, fractions, decimals and percentages Y5; length, perimeter and area.</p>		<p>Year 3 – Measurement: time, statistics; properties of shape; mass and capacity.</p> <p>Y4/5 – Decimals, money Y4; measurement: time; statistics; geometry: properties of shape, position and direction; consolidation; converting units and volume Y5</p>

	Y6 – Number: Place value; addition and subtraction; multiplication and division; fractions; position & direction.		Y6 — Decimals and percentages; algebra; measurement covering units; perimeter, area and volume; ratio.		Y6 – Geometry: properties of shapes; problem solving; statistics; investigations.	
<p>English</p> <p>SPAG taught weekly</p> <p>Phonics taught daily</p>	<p>Text Types</p> <p>Narrative – fantasy: Wizards of Once – Cressida Cowell.</p> <p>Persuasive text: leaflet to persuade schools to visit Copsegrove.</p> <p>SPAG (taught within the unit)</p>	<p>Text types:</p> <p>Narrative – historical: Goodbye Mister Tom</p> <p>Rose Blanche: setting descriptions, alternative ending.</p> <p>Diary entry – linked to Goodbye Mister Tom (different perspectives)</p>	<p>Text types:</p> <p>Narrative – mystery</p> <p>Brightstorm Varhsti Hardy</p> <p>Explanation of how own airship invention works.</p>	<p>Text types:</p> <p>Argument and Debate: Should Stroudwater Canal be given more funding?</p> <p>Instructions: how to make a dream moving toy?</p>	<p>Text types:</p> <p>Narrative: myths and legends</p> <p>Biography</p> <p>Newspaper report: Viking raid</p>	<p>Text type:</p> <p>Narrative – adventure, Asterix and the Vikings (comic strip)</p> <p>Performance poetry.</p>
<p>Science</p>	<p>Animals Including Humans:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Focus will be eating, exercise and relaxation. Link to DT (soup) using produce from the allotment/English – explanation.</p> <p>Identify and name the main parts of the</p>	<p>States of matter/Materials changing states:</p> <p>Y3/4</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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.</p> <p>Y5/6</p> <p>Compare and group together everyday materials on the basis of their properties, including</p>	<p>Space:</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, including gravity, resistance and mechanical forces.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Life cycle of plants and animals.</p> <p>Y3/4</p> <p>Explore the role plants life cycle.</p> <p>Look at how water is transported within plants.</p> <p>A plants requirement for growth.</p> <p>Different parts of a plant.</p> <p>Y5/6</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Living things and their habitats/Classification:</p> <p>Y3/4</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Y5/6</p> <p>Describe how living things are classified into broad groups</p>

	<p>human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Practical investigation dissecting a lamb's heart to learn about the function and different parts of a heart.</p>	<p>their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and to describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Investigate a range of 'ingredients' to make different forms of mud for a WW2 battlefield scene in a film.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the</p>		<p>Link to D.T – using cams and levers to make a dream toy.</p>		<p>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>
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		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.				
RE Understanding Christianity *Glos syllabus	LKS2 Creation/Fall 2a.1	UKS2 Jewish People – Torah *U2.11	LKS2 Hinduism-what do Hindus believe God is like? *L2.7	UKS2 Salvation 2b.6	UKS2 Gospel 2b.5	LKS2 Life as a journey *L2.11
PE	Football	Tag rugby	Netball Swimming	Rounders	Cricket	Athletics
Computing	Online Safety Safe and secure use of the internet.	Create a presentation on tips for caring for our environment.	Create an animation of own airship.	Blog for website.	Coding and Programming.	
MFL	Numbers	Pets and animals	Colours and time of year/day	French songs/age of people	My family members/ household rooms and goods	
Topic	D.T: Cooking and Nutrition Use seasonal produce from the allotment to make a healthy soup. Geography: Locational knowledge: Use of land at Copsegrove, farming and environmental issues connected to climate change.	Art: sculpture/artist study Henry Moore Make WW2 planes using mesh wire and papier mache. History: World War 2 Research local history events. Timeline of events.	D.T: Mechanisms Use levers and cams to create a dream toy. History: A significant turning point in British history: Victorians and inventions.	Art: collage/drawing and sculpture/artist study Miro/Dahli Tear or cut forms, and experiment with colour, shape and composition to create Surrealist 'Dream' collages. Geography: Human and physical geography – Study difference between rivers and canals in the	D.T: Textiles Join fabric together using a range of stitches. Use a pattern to make a prototype. Make a simple pouch for a Viking. History: Vikings raids and invasions. The resistance by Alfred the Great and Athelstan, first king of England	Art: Drawing/visual literacy/narrative and character. Comic strip about a Viking raid. Geography: Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied – find where Vikings originated from and where they invaded.

	Physical geography: difference between weather and climate. Climate zones and biomes.		Local history – Stroud inventions from the Victorian era.	UK, particular focus on local river/canal and carry out visit.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	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?
Music	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble.	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble A performance opportunity to parents. Singing leading up to Christmas concert.	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt. Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble A performance opportunity to parents.	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt. Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt. Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble A performance opportunity to parents.
PHSE (from pink curriculum) and British Values	Rights and responsibilities – school charter How does the environment help our well-being?	Keeping safe Identity and diversity: Mutual respect and tolerance of those with different faiths and beliefs. Link Hinduism.	Keeping healthy – learning about microbes and antibiotics through ebug. What is a stereotype? Link Victorians	Justice – link with school value Rule of Law	Democracy – UK Political system	Create a manifesto for a Prime minister. Debate current issues e.g. environment. Present to class before voting.
Values	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness