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| **Class 3 Curriculum Overview**  **2020/2021 Year A** | | | | | | | | | | |
|  | **Topic 1**  Location, Location, Location. | | | | **Topic 2**  A British History  World War 2 | | | | **Topic 3**  Invaders and Settlers  Stone Age to Iron Age | |
| Visit/Event/ Festival |  | | | |  | | | |  | |
| Enrichment  ECO/Safety/Outdoors/  Special Day/Festival  etc. | Anti-bullying week  Black History Month  Harvest Service  Christmas Service  Christmas Play | | | | Fairtrade Fortnight  Comic Relief  Mother’s Day  Easter Service   |  | | --- | |  | | | | | St George’s Day  Father’s Day  Leavers Service | |
| **Core Subjects – Literacy/Numeracy -** **Please see separate Literacy and Numeracy Curriculum overviews** | | | | | | | | | | |
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| **Science** | **Forces and Magnets (Year 3)**  We will compare how things move on different surfaces and explore how some forces need contact between 2 objects, but magnetic forces can act at a distance. The children will observe how magnets attract or repel each other and notice how some materials are attracted and others are not.  We will also compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. We will describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | | | | **Light (Year 3)**  Within this unit, we will be learning about light and shadows. We will learn about darkness being an absence of light and investigate how shadows are formed. Through investigation work, we will notice that light is reflected from surfaces. We will find out about the natural light from the sun and recognise that this light can be dangerous and that there are ways to protect ourselves from it.  **Electricity (Year 4)**  During this unit we will identify common appliances that run on electricity before constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will give reasons for our predictions when identifying whether or not a lamp will light in a simple series circuit. We will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (Link to lighting our Anderson Shelters). | | | | **Plants (Year 3)**  During this unit, we will identify and describe the parts of flowering plants and investigate what plants need to grow (air, light, water, nutrients from soil, and room to grow)  We will investigate the way water is transported in plants and explore the part flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal. We will compare the effect of different conditions needed for growth The children will describe, and understand key aspects of vegetation belts.  **States of Matter (Year 4)**  Within this unit, we will learn how to identify, compare and group the properties of the three states of matter (solids, liquids and gases). We will investigate how some materials change state when they are heated or cooled. We will learn how to use a thermometer correctly and record our results. We will look at the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |
| Computing |  | |  | |  |  | | |  |  |
|  | **E-safety is taught every unit throughout the year and will be discussed through PSHE and if and when it is needed.** | | | | | | | | | |
| **Foundation Subjects** | | | | | | | | | | |
| Art |  | | | | | | | | | |
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| Design and Technology |  | | | | | | | | | |
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| Geography | During this unit, the children will study the local environment including the physical geography of mountains.  They will learn how use the 4 points of a compass, 4-figure grid references, symbols and a key to build their knowledge of the United Kingdom and then the wider world.  The children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans | | | | Children will look at places that were involved in WW2. They will learn who attacked who and look at aerial photographs of as if they were a pilot. | | | | In this unit, the children will find out where the best places to build Iron Age settlements were and why. They will make maps of surviving UK monuments from the Stone, Bronze and Iron Ages and find out about the settlement of Skara Brae. | |
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| History | The children will investigate how life has changed in their locality over time. They will observe the features in Tintwistle and Glossop that give clues to the past and compare then and now. We will make links to periods of history we have learnt about previously. | | | | During this topic the children will look at the timeline of events in History and WW2, with attention to Allies and Axis; World Leaders; The Blitz, Evacuation Rationing and the Home Front. They will look at what Propaganda is and how it differed depending on where you lived. They will focus on famous people and events e.g. Damn Busters, Douglas Bader, D Day landings etc. | | | | During the topic of Stone Age, we will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. We will understand how our knowledge of the past is constructed from a range of sources. We will create questions to investigate concerning the diet, living conditions and culture of people in the stone age. We will investigate trends and connections over time and use these observations when creating models of homes, clothing, food and cave paintings. | |
| Languages |  |  | | |  | |  | |  |  |
| Music | **Song writing** | | | | **Performing Together** | | | | **Exploring musical processes** | |
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| Throughout the year Class 3 will learn how to play the ………. They are simple instruments that lend themselves to fluent, accurate, controlled and expressive musical performance in solo and ensemble playing. | | | | | | | | | |
| PE |  | | |  | | | |  | | |
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| **PSHE Matters** | **Modules/Core Themes**  **Being Me-**  -explore different kinds of responsibilities at school and in the community  -identify what being part of a community means  -appreciate a range of identities un the UK  -identify that differences and similarities between people arise from a number of factors  **Bullying Matters**  **-**understand that their actions affect themselves and others  -identify the importance of working towards shared goals  -develop strategies for getting support for themselves or for others at risk understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour( including cyber bullying, prejudice-based language, ‘trolling’  -know how to recognise bullying and abuse it all its forms. | | | **Modules/Core Themes**  **Money Matters**  -identify the role of voluntary and charity groups  -understand different values and customs  -explore how to manage money  -explain the importance of money in people’s lives and how money is obtained  - understand the concepts of interest, loan, debt and tax  -understand enterprise and begin to develop enterprise skills  **Drug Education**  -recognise how to make informed choices  -understand that people have different attitudes to risks  -recognise, predict and assess risks in different situations  -know where to get help and how to ask for help  -distinguish between safe and harmful, know some substances can be harmful if misused  -learn rules about keeping safe  -recognise they have a shared responsibility for keeping themselves and others safe. | | | | **Modules/Core Themes**  **Exploring Emotions**  -recognise a wide range of emotions in ourselves and others  -respond appropriately to a range of emotions in themselves and others  -develop strategies to resolve conflicts  -understand their actions affect themselves and others  -develop strategies to resolve disputes  -identify strategies to manage emotions  -deepen their understanding of good and not so good feelings  -extend vocabulary to help explain the range and intensity of feelings  -recognise conflicting emotions  **Changes**  -understanding good and not so good  -develop an understanding that change can cause conflicting emotions  -acknowledge, explore and identify how to manage change positively  -explore changes  -know where to get help and how to ask for help | | |
| RE | **Good News**  How do stories of Jesus encourage his disciples to live as good news?  How do the Gospels encourage Christians to live as good news in the world today?  **Christian Community**  How are Christian communities different?  How does belonging to a church community affect what a believer does? | | | **Kingdom of God**  What do Jesus’ parables tell Christians the Kingdom of God is like? What do Jesus’ parables tell Christians the Kingdom of God is like?  **Forgiveness**  How did Jesus show forgiveness to those who betrayed him? ) What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by God? | | | | **Discipleship**  How does the Bible help Christians to live?  How do Christians follow Jesus?  **Islam**  What do Muslims say God is like?  Why is Muhammad  (pbuh) important to Muslims?  ***Hinduism???? Not sure where to put this?***  **Hinduism ¼ term**  **(Trimurti; Avatar)**  How do Hindus describe God?  How important is God in Hindu family life? | | |