**Class 3 Autumn Term 2022**

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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 | Ancient Greece   * Athenian democracy and empire Art, culture & learning in Ancient Greece * Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to * revisit content from Greek politics, culture and religion in Spring 2) * Greek literature, inc. epic poetry – inc Homer’s Odyssey. * Tragedy in Greek theatre * Philosophy and enquiry in Ancient Greece, inc. * Aristotle – depth on Aristotle. * Disciplinary focus: evidential thinking * What can historians learn from the sources from Ancient Greece?   Alexander the Great   * Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. * Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. * Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) * Meanwhile in Egypt…. Egypt under the Ptolemy family. * Greece and Egypt – where do our stories converge? Why did the Egyptian empire * last so long? Why did it fizzle out this time? * What have we learned about why empires rise and fall? * Disciplinary focus: causation * How did Alexander the Great conquer so much land?   **Maths link - chronology** | Romans – KS2  Anglo-Saxons – KS2  Victorian toys (EYFS)  Victorian holidays – Y1  The Vikings |
| Geography | Investigate patterns  Investigate places  Communicate geographically  Investigate places | Volcanoes   * Structure and composition of the earth * How and why volcanoes erupt * Types of volcanoes * Formation of volcanoes * Active, dormant and extinct volcanoes * Link to settlements with section on why people still live near volcanoes * Deepen Mediterranean place focus via Mount * Etna and human settlements around it. * Why people visit volcanoes (work, tourism, farming, science) * Geographical skills: Using diagrams, describing distribution * Disciplinary focus: interaction * How do volcanoes affect a place?   Climate and Biomes   * Situated, through its examples, in Europe, so that European place focus is launched simultaneously * Continent of Europe * Climate zones - first mention of Equator, Arctic, * Antarctic and the North/South poles. * Climate and relationship with oceans. * Climate and biomes within climates * Depth focus 1) Mediterranean climate * Depth focus 2) Temperate climate, using * examples of Rhine & UK ready for ongoing regional comparison * Geographical skills: World map and key lines of latitude * Disciplinary focus: interaction * How does the climate affect the way people live? | Vikings – KS2  Romans – KS2  Wonderful world – continents and oceans – Y1/2  PSHE – One World  International Trade  Somewhere to Settle |
| Design and Technology | Master practical skills  Design, make, evaluate and improve  Take inspiration from design throughout history | Food: Adapting a Recipe (Year 4 Unit): Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients  **Science Link – Health**  **Maths link - Measures** | Dippers (KS1)  Constructing Castles |
| Art and Design | Develop ideas  Master techniques  Take inspiration from the greats | Light and dark   * Share their ideas about a painting. * Describe the difference between a tint and a shade. * Mix tints and shades by adding black or white paint. * Discuss their real-life experiences of how colours can appear different. * Use tints and shades to paint an object in 3D. * Try different arrangements of objects for a composition, explaining their decisions. * Produce a clear sketch that reflects the arrangement of their objects. * Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. * Paint with care and control to make a still life with recognisable objects. | Describe the work of notable artists, artisans and designers: Monet – Y1  Colour chaos (colour for emotions) – Y1/2  Formal Elements |
| Religious Education | Understand beliefs and teachings  Understand practices and lifestyles  Understand how beliefs are conveyed  Reflect  Understand values | Joseph, Moses and the Exodus   * Including the following stories from the Hebrew bible: * Joseph in Egypt * Moses, Passover and the Exodus (Red Sea and the * wilderness and tabernacle) * Mount Sinai and 10 commandments * Promised Land * Contexts relating to land, kinship, slavery, laws. * Everyday problems of justice arising. * Why do Jews celebrate the festival of Passover?   The kings, the temple & living as a Jew   * Stories inc. David and Goliath and King David. * Solomon and the building of the Temple in Jerusalem * Babylonian captivity and destruction of the Temple * Babylonian stories, e.g. Daniel in the lions’ den, King * Nebucadnezzar * Jews return to Promised Land (link to Persian king Cyrus from Y3 History) | Is it true that Jesus came back to life again? – Y1  Nativity performance  What is the most significant part of the nativity story?  How can Brahman be everywhere and in everythinkg? |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Swimming  Hockey  Net and Wall | Gymnastics  Dance  Games |
| Music | Perform  Describe  Transcribe  Compose | Ukulele  • Dynamics with strumming  • Rhythm  • TAB  • Composition | Body percussion, Ourselves – KS1  Travel – using instruments/ voices – KS1 |
| Computing | Code  Collect  Communicate  Connect | Online Safety (Year 4 Unit): Searching for information within a wide group of technologies, the children make a judgement about accuracy. They will learn how to recognise adverts and pops, distinguish fact from opinion, recognise that technology can be distracting, as well as learning how to be respectful of others online.  Emailing (Year 3 Unit): The children will be learning how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. Options for both Google and Microsoft schools. | Computer skills  Internet safety  Scratch - Year 2  Online Safety  Digital Literacy  Programming Scratch |
| Maths | To multiply and divide  To use statistics  To use measures  To understand the properties of shape  To use fractions | A range of contexts:  Place value  Addition and subtraction  Multiplication and division  Perimeter | To multiply and divide  To use statistics  To use measures  To understand the properties of shape  To use fractions |
| English | Understand texts  Transcribe  Compose  Analyse  Present | • Stone Age Boy (Fiction)  • Skara Brae – Holiday Brochure (Non-fiction)  • Wolves in the Walls (Fiction)  •Journey into the Wonderful World of your Microbiome (Explanation – Non-fiction)  • Still I Rise (Poetry) | The Storm Whale - KS1  Non-fiction: All about orangutans  Does chocolate grow on trees? KS2  Brilliant Books – Excitable Edgar  How to train your dragon  Sound Spooky  Exploring Language  How far would I go to look cool? |
| Spanish | To read fluently.  To write imaginatively.  To speak confidently.  To understand the culture of the countries in which the language is spoken. | Phonics 1&2 (C)  Spanish phonemes: alphabet CH, J, Ñ, LL, RR  CA, CE, CI, CO, CU  I’m Learning Spanish (E)  Spanish Phonemes:CH J Ñ LL RR  Alphabet  Key facts about Spain, basic geography of Spain and the countries that surround it.  Greetings.  Ask and respond to what is your name.  Say how they are feeling.  Numbers 1 to 10.  10 colours  Animals (E)  Spanish Phonemes: CH J LL Ñ RR  Alphabet  Nouns and articles for the ten animals whilst focusing on the correct spelling. |  |
| PSHE | Caring friendships.  Being a good citizen.  Mental wellbeing. | Healthy Relationships – Provided by Glow.  In this module the children will discuss friendships and how to be a good friend. They will look at the challenges that can face and how to overcome these.  Be Yourself | Identity  Bullying  Diversity  One World  Safety First |
| Science | Work Scientifically  Understand animals and humans | Amazing Bodies  In this module children will build on their knowledge of the human body developed in Key Stage 1. They will revisit the importance of eating the right amounts of different types of food, but will extend this knowledge to understand that the food we eat provides us with the nutrition that our  bodies require to remain healthy. They will learn about the range of nutrients that humans need to consume in the correct amounts and the role that these nutrients play in keeping our bodies healthy. They will also learn that humans and some other animals have skeletons and muscles for  support, protection and movement.  When working scientifically children will ask and answer their own questions about the human body and diet through classifying, pattern-seeking investigations and by carrying out research using secondary sources. They will have opportunities to gather data and record and present these in a range of ways.  Where does all the Food Go?  In this module children will build on knowledge of the human body that they developed in Key  Stage 1 and also during the Amazing Bodies unit in Year 3. In this module the children will learn about the human digestive system. They will be introduced to the main body parts associated with the digestive system; the mouth, tongue, teeth, oesophagus, stomach, intestines, rectum and anus. They will learn that the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body.  They will learn about how food can be broken down through mechanical and chemical processes. They will learn in more detail about the roles of the different types of teeth in breaking food down, and how to care for their teeth. They will also learn about milk teeth and permanent teeth. There are also opportunities for children to investigate questions around toothpastes.  When working scientifically children will ask and answer questions about teeth, digestion and food chains by carrying out research using secondary sources. They will group and classify teeth by their function and relate this to diet. They will have opportunities to carry out comparative and fair tests on different types of toothpaste and to record and present data in a range of ways.  **Maths Link – length** | Ourselves (EYFS)  Seasons/ Weather  Senses  Good Vibrations  States of Matter |