

**Class 3 Summer Term ODD Year Plan**

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	<p>Investigate and interpret the past                      Build an overview of world history                      Understand chronology                      Communicate historically</p>	<p><b><u>Arabia &amp; early Islam</u></b></p> <ul style="list-style-type: none"> <li>• Islamic civilisations (1)</li> <li>• Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</li> <li>• An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</li> <li>• Disciplinary focus: change and continuity</li> <li>• What kind of change did Muhammad bring about in Arabia?</li> </ul> <p><b><u>Cordoba – The city of light</u></b></p> <ul style="list-style-type: none"> <li>• Islamic civilisations (2) The Rise of Islam</li> <li>• Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</li> <li>• How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</li> <li>• The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</li> </ul>	
<b>Geography</b>	<p>Investigate patterns                      Communicate geographically                      Investigate places</p>	<p><b><u>Earthquakes</u></b></p> <ul style="list-style-type: none"> <li>• Depth focus: The Christchurch earthquake, New Zealand.</li> <li>• Causes of earthquakes: tectonic plates, fault lines Depth focus: California &amp; San Andreas fault,</li> <li>• Indian Ocean tsunami</li> <li>• Effects of earthquakes</li> <li>• How humans live in earthquake zones and adapt their settlements (e.g. Japan).</li> <li>• Geographical skills: Thematic maps</li> <li>• Disciplinary focus: interaction How do earthquakes affect people and environments?</li> </ul> <p><b><u>Deserts</u></b></p> <ul style="list-style-type: none"> <li>• Distribution and climate of deserts</li> </ul>	<p>Revisits knowledge on volcanoes from Year 4 Spring 1</p>

		<ul style="list-style-type: none"> <li>• Depth focus: The Sahara Desert How deserts are formed, variety of landscapes.</li> <li>• Plants and animals in deserts How humans live and adapt in deserts</li> <li>• Depth focus: The Patagonian Desert</li> <li>• Geographical skills: Interpreting thematic maps and satellite photographs</li> <li>• Disciplinary focus: diversity</li> <li>• Why are deserts located where they are?</li> </ul>	
<b>Design and Technology</b>	LH: To master practical skills (textiles) • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	<u>Cushions</u> Designing and making a template from an existing cushion and applying individual design criteria. · Following design criteria to create a cushion. · Selecting and cutting fabrics with ease using fabric scissors. · Threading needles with greater independence. · Tying knots with greater independence. · Sewing cross stitch to join fabric. · Decorating fabric using appliqué. · Completing design ideas with stuffing and sewing the edges. Evaluating an end product and thinking of other ways in which to create similar items.	
<b>Art and Design</b>	LH: Master techniques (sculpture) • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. LH: Master techniques (Collage) • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	<u>Mega materials</u> Working selectively, choosing and adapting collage materials to create contrast and considering overall composition. · Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. · Showing an understanding of appropriate finish and presenting work to a good standard. · Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D. · Using subject vocabulary confidently to describe and compare creative works. · Using their own experiences of techniques and making processes to explain how art works may have been made.	
<b>Religious Education</b>	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect	<u>The message of Jesus spreads</u> <ul style="list-style-type: none"> <li>• Stories from Acts of the Apostles and Paul's epistles: The Ascension of Jesus and the apostles</li> <li>• The Day of Pentecost Paul's conversion and missionary journeys Gentile Christians, the Council of Jerusalem and multi-ethnic nature of the early Church Letters of Paul</li> </ul>	Is it true that Jesus came back to life again? – Y1 How can Brahman be everywhere and in everything?

	Understand values	<ul style="list-style-type: none"> <li>• Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world.</li> <li>• Early Christian Church incl beliefs, worship and practices</li> <li>• How did Christianity develop in the early Church and how do we know?</li> </ul> <p><u>Islam 1 Ramadan</u></p> <ul style="list-style-type: none"> <li>• Muhammad’s teachings about Sawm and Ramadan Ramadam and the Muslim calendar</li> <li>• The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions</li> <li>• The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions</li> <li>• What does Ramadan mean to Muslims?</li> </ul>	
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Swimming Athletics & Outdoor	Swimming Athletics & Outdoor
<b>Music</b>	Perform Describe Transcribe Compose	<u>Ukulele</u> <ul style="list-style-type: none"> <li>• Dynamics with strumming</li> <li>• Rhythm</li> <li>• TAB</li> <li>• Composition</li> </ul>	Body percussion, Ourselves – KS1 Travel – using instruments/ voices – KS1
<b>Computing</b>	Code Collect Communicate Connect	<u>Creating media: Video trailers</u> Developing their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages. <u>Website Design (Year 4 Unit)</u> Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages. This unit has options for both Google and Microsoft-based devices.	Spreadsheets (Top Trumps Card) Internet safety – KS1 and 2 Inside a computer – KS1 Scratch – Year 2
<b>Maths</b>	To multiply and divide To use statistics To use measures To understand the properties of shape To use fractions	<u>A range of contexts:</u> Multiplication and division Measures - Area Fractions Decimals	To multiply and divide To use statistics To use measures To understand the properties of shape To use fractions
<b>English</b>	Understand texts	<ul style="list-style-type: none"> <li>• Fiction: Arthur and the golden rope</li> </ul>	

	<p>Transcribe Compose Analyse Present</p>	<ul style="list-style-type: none"> <li>• Non-fiction: My Strong Mind</li> <li>• Fiction: Blue Umbrella</li> <li>• Non-fiction: Wizard of Once (Newspaper writing)</li> </ul>	
<b>PSHE</b>	To be a good citizen	<p><u>Respecting Rights</u> This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.</p>	<p>Identity Diversity</p>
<b>Spanish</b>	<p>Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken</p>	<ul style="list-style-type: none"> <li>• In Class (I)</li> <li>• Habitats (I)</li> </ul>	<p>Numbers / basic role-play vocabulary. Use phrases previously learnt such as; if they like or dislike. Pupils will need to use numbers 1-30 in this unit, as well as revising the days of the week in French.</p>
<b>Science</b>	<p>Work Scientifically Understand plants Understand light and seeing</p>	<p><u>How does your Garden Grow?</u> In this module children will build on their experiences of identifying and growing plants in Key Stage 1. They will revise the names of the main parts of a plant (root, stem/trunk, leaf and flower) introduced in Year 1, learning their functions and how these relate to their appearance and structure. They will learn about the absorption and transport of water and nutrients and the role of the leaf in making food for the plant (knowledge of the process of photosynthesis is not required at this stage). They will also learn about the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant, building on observations of growth of seeds and bulbs in Year 2. They will learn more about different types of plant reproduction in Year 5. The content of this module will complement the lessons in the Our Changing World module where children study plants in their natural habitats, identifying their parts and observing the stages of their life cycles and the effect of seasonal change. In the</p>	<p>Apprentice gardener/ plant detectives (KS1)</p>

Our Changing World module children will also investigate the requirements for healthy growth.

**Maths Link – Grouping (Venn diagrams)**