

### Class 3 Spring Term Odd Year Plan

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	<p>Investigate and interpret the past</p> <p>Build an overview of world history</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p><u>The Indus Valley</u></p> <ul style="list-style-type: none"> <li>• Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal.</li> <li>• Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)</li> <li>• Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</li> <li>• Disciplinary focus: evidential thinking</li> <li>• How do we know about the Indus Valley civilisation?</li> </ul> <p><u>Persia and Greece</u></p> <ul style="list-style-type: none"> <li>• Persia and Greece Start with ancient Persia and its empire to set geographical &amp; political context.</li> <li>• Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad.</li> <li>• Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses.</li> <li>• Disciplinary focus: similarity and difference</li> <li>• What did Greek city-states have in common?</li> </ul>	<p>Anglo-Saxons – KS2</p> <p>Victorian toys (EYFS)</p> <p>Victorian holidays – Y1</p> <p>The Vikings</p>
<b>Geography</b>	<p>Investigate patterns</p> <p>Communicate geographically</p> <p>Investigate places</p>	<p><u>Agriculture</u></p> <ul style="list-style-type: none"> <li>• Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</li> <li>• Sheep farming in Wales - Snowdonia.</li> <li>• Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex</li> <li>• Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</li> <li>• Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</li> </ul>	<p>Vikings – KS2</p> <p>Romans – KS2</p> <p>Wonderful world – continents and oceans – Y1/2</p> <p>Somewhere to Settle</p> <p>State of Matter – KS2</p>

		<ul style="list-style-type: none"> <li>• Disciplinary focus: interaction</li> <li>• How are we connected to farmers?</li> </ul> <p><u>Local agriculture study</u></p>	
<b>Design and Technology</b>	<p>Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history</p>	<p><u>Eating Seasonally (Year 3 Unit):</u> Children discover when and where fruits and vegetables are grown and also learn about seasonality in the UK. They will also learn about the relationship between the colour of fruits and vegetables and their health benefits by making three dishes using seasonal ingredients.</p>	<p>Dippers (KS1) International Trade (Geography)</p>
<b>Art and Design</b>	<p>Develop ideas Master techniques Take inspiration from the greats</p>	<p><u>Crafts</u> Craft and design (Textiles) LH: Master techniques (textiles)</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p><u>Torches (Year 4) Electronic Systems</u> LH: To master practical skills (electricals and electronics) • Create series and parallel circuits. *This unit fits with science unit taught this term (understanding electrical circuits)</p> <ul style="list-style-type: none"> <li>· Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. ·</li> <li>Making a torch with a working electrical circuit and switch.</li> <li>Using appropriate equipment to cut and attach materials. ·</li> <li>Assembling a torch according to the design and success criteria. ·</li> <li>Evaluating electrical products. ·</li> <li>Testing and evaluating the success of a final product.</li> </ul>	<p>Describe the work of notable artists, artisans and designers: Monet – Y1 Colour chaos (colour for emotions) – Y1/2</p>
<b>Religious Education</b>	<p>Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values</p>	<p><u>Living with Hindu Traditions</u></p> <ul style="list-style-type: none"> <li>• Ganesha stories and their meanings</li> <li>• Parvati and Shiva - family in Mount Kailash</li> <li>• The festival of Teej - women in Hinduism</li> <li>• Puja ceremony</li> <li>• Puja in Hindu stories</li> <li>• Listening to Hindu people talk about their beliefs and practices.</li> <li>• Optional visit to Hindu temple and/or people</li> <li>• How do Hindus show their devotion?</li> </ul>	<p>Is it true that Jesus came back to life again? – Y1 How can Brahman be everywhere and in everything?</p>

		<p><u><a href="#">Death and Resurrection of Jesus</a></u></p> <ul style="list-style-type: none"> <li>• New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), Crucifixion &amp; Christian understanding of sacrifice* (Good Friday), The Resurrection (Easter Day).</li> <li>• *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</li> <li>• Why are these stories important to Christians?</li> <li>• What do the death and resurrection of Jesus mean in Christian traditions?</li> </ul>	
<b>Physical Education</b>	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Net and Wall Alternative Sport Dance Striking and Fielding	Net and Wall Alternative Sport Dance Striking and Fielding
<b>Music</b>	Perform Describe Transcribe Compose	<p><u>Ukulele</u></p> <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	<p><u>Investigating Weather (Year 4 Unit)</u>: Researching and storing data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast. Options for both Google and Microsoft schools.</p> <p><u>Networks and the Internet (Year 3 Unit)</u>. Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks.</p>	Spreadsheets (Top Trumps Card) Internet safety – KS1 and 2 Inside a computer – KS1
<b>Maths</b>	To multiply and divide To use statistics To use measures To understand the properties of shape To use fractions	<p><u>A range of contexts:</u> Multiplication and division Measures - Area Fractions Decimals</p>	To multiply and divide To use statistics To use measures To understand the properties of shape To use fractions
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<ul style="list-style-type: none"> <li>• Fiction: Charlie and the Chocolate Factory</li> <li>• Non-fiction: How a robot dog works</li> <li>• Poetry: The colour collector</li> </ul>	How to Train your Dragon (Fantasy) How Far Would You Go To Look Cool? (Non-chronological report) Exploring Poetic Language Orang-utans – KS1

<b>PSHE</b>	To be a good citizen. Being Safe.	<p><u>Think Positive</u> This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p> <p><u>It's My Body</u> This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>	Identity Bullying Diversity Internet Legends
<b>Spanish</b>	Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> <li>• Vegetables (E)</li> <li>• Ancient Britain (E)</li> </ul>	Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.
<b>Science</b>	Work Scientifically Understand plants Understand light and seeing	<p><u>Our Changing World</u> In this module children will build on prior knowledge by going outside and classifying plants in the local area at different times of the year. They will learn that different criteria can be used to classify plants depending on the time of year. This module also builds on work in Year 3 around the functions of different parts of flowering plants, their requirements for life and their life cycle. When working scientifically children will make careful observations of leaves, bark, buds, tree shape and flowers. They will use these observations to classify the plants and will record this information using keys.</p> <p><u>Light: Can you see me? (Phy)</u> In this module children start their formal look at light, and whilst they will have some prior experience at home, this has not been covered in school before. They will learn about how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night.</p>	Apprentice gardener/ plant detectives (KS1)