

Class 3 Year A



Subject	Autumn 1 The Battle of Britain	Autumn 2 The Battle of Britain	Spring 1 The World and beyond	Spring 2 Anglo Saxons	Summer 1 The Viking Invasion	Summer 2 Mystery Topic
Literacy	Stories that raise dilemmas, Persuasion	Older Literature/fiction, Classic poetry	Stories from imaginary worlds	Biographies, Authors and letters	Instructions, Plays	Film and flashback, Poetry: creating images
Numeracy	Number and Place Value (2 weeks); Addition and Subtraction (2 weeks); Geometry (3 weeks).	Geometry (3 weeks); Multiplication and Division (2 weeks); FDP (3 weeks).	Measures (3 weeks); Number and place value / Algebra [Y6 only] (2 weeks); Addition and subtraction (2 weeks).	Addition and subtraction (2 weeks)	FDP (4 weeks); Geometry (3 weeks).	Statistics (1 week); Measures (4 weeks).
Science	Electricity Y6: ☑ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ☑ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ☑ use recognised symbols when representing a simple circuit in a diagram		Earth and space describe the movement of the Earth, and other planets, relative to the Sun in the solar system ☑☑ describe the movement of the Moon relative to the Earth ☑☑ describe the Sun, Earth and Moon as approximately spherical bodies ☑☑ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Living things and their habitats: Y5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ☑☑ describe the life process of reproduction in some plants and animals. Y6: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ☑☑ give reasons for classifying plants and animals based on specific characteristics.	Light: recognise that light appears to travel in straight lines ☑☑ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ☑☑ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ☑☑ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	MYSTERY TOPIC
Computing	Coding: use sequence, selection, and repetition in programs; work with variables and various forms of input and		ACROSS ENTIRE CURRICULUM: understand computer networks including the	ACROSS ENTIRE CURRICULUM: understand computer networks including the	ACROSS ENTIRE CURRICULUM: understand computer networks including the	Coding: design, write and debug programs that accomplish

Class 3 Year A



	<p>output</p> <p>ACROSS ENTIRE CURRICULUM:</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>ACROSS ENTIRE CURRICULUM:</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
RE	<p style="color: green;">U2 10</p> <p>What does it mean for Muslims to follow God?</p>	<p style="color: blue;">2b (iv)</p> <p>Was Jesus the Messiah?</p>	<p style="color: blue;">2b (iii)</p> <p>How can following God bring freedom and justice?</p>	<p style="color: green;">2b (vi)</p> <p>What did Jesus do to save human beings?</p>	<p style="color: green;">2b (i)</p> <p>What does it mean if God is holy and loving?</p>	<p style="color: green;">U2 14 U2 14 U2 14</p> <p>How do religions help people to live through good times and bad times?</p>

Class 3 Year A



History	<p>WW2: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [a significant turning point in British history, for example, the first railways or the Battle of Britain]</p>		<p>Anglo-Saxons: Britain's settlement by Anglo-Saxons and Scots [This could include: <ul style="list-style-type: none"> ☐☐Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ☐☐Scots invasions from Ireland to north Britain (now Scotland) ☐☐Anglo-Saxon invasions, settlements and kingdoms: place names and village life ☐☐Anglo-Saxon art and culture ☐☐Christian conversion – Canterbury, Iona and Lindisfarne] </p>	<p>Vikings (Jorvik trip?) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor [This could include: <ul style="list-style-type: none"> ☐☐Viking raids and invasion ☐☐resistance by Alfred the Great and Athelstan, first king of England ☐☐further Viking invasions and Danegeld ☐☐Anglo-Saxon laws and justice ☐☐Edward the Confessor and his death in 1066] </p>	MYSTERY TOPIC
Geography	<p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ☐☐name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ☐☐identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and</p>		<p>Human and physical geography ☐☐describe and understand key aspects of: ☐☐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</p>	<p>Geographical skills and fieldwork ☐☐use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐☐use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	MYSTERY TOPIC

Class 3 Year A



	time zones (including day and night)					
	Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America					
Art				to create sketch books to record their observations and use them to review and revisit ideas		MYSTERY TOPIC
Music	improvise and compose music for a range of purposes using the inter-related dimensions of music		listen with attention to detail and recall sounds with increasing aural memory	develop an understanding of the history of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
PSHCE / SEAL	New Beginnings	Becoming an active citizen	Going for goals	My Healthy lifestyle	Relationships	Moving on
Design Technology	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] FOOD: understand and apply the principles of a healthy and varied diet ☑☑prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ☑☑understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their			MYSTERY TOPIC

Class 3 Year A



			<p>functional properties and aesthetic qualities</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			
MFL	Unit 13 – Ma Famille	Unit 14 – On fait la fete	Unit 15 – Cher zoo	Unit 16 – Le petit dejeuner	Unit 17 – Vive le temps libre	Unit 18 – La plage
PE	Real PE - Social	Real PE – Personal	Real PE - Health and Fitness	Real PE – Cognitive	Real PE - Creative	Real PE - Physical