

## Class 3 Year B



Subject	Autumn 1 The Egyptians	Autumn 2 Benin	Spring 1 Leonardo Da Vinci	Spring 2 The Roman Empire	Summer 1 Local History (Fountain, Pateley Bridge)	Summer 2 Mystery Topic
<b>Literacy</b>	Stories from other cultures: Anthony and Cleopatra		Argument texts, Performance poetry	Roman myths and legends, Explanation texts	Adventure and Mystery, Newspapers	Historical children's authors/significant settings, Poetry: finding a voice.
<b>Numeracy</b>	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).
<b>Science</b>	Animals including humans:  Y5: describe the changes as humans develop to old age  Y6: ☑ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ☑ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ☑ describe the ways in which nutrients and water are transported within animals, including humans.	Evolution and Inheritance:  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ☑ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ☑ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	States of matter / Properties and changes of materials  compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ☑ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ☑ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ☑ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals,	Forces:  explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ☑ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ☑ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		Mystery topic

## Class 3 Year B



			<p>wood and plastic</p> <p>☑☑demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>☑☑explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>			
<b>Computing</b>	<p>Coding:</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>ACROSS ALL 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)</p>	<p>Coding:</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>ACROSS ALL 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)</p>	<p>ACROSS ALL 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>Coding:</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>ACROSS ALL 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</p>	<p>Coding:</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>ACROSS ALL 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</p>	<p>ACROSS ALL 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>

## Class 3 Year B



	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	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		ranked, and be discerning in evaluating digital content  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	ranked, and be discerning in evaluating digital content  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	
<b>RE</b>	2b (v) ● What would Jesus do?	2b (i) ●● Creation and Science – Conflicting or complimentary?	U2 13 U2 13 Why is pilgrimage important to some believers?	2b (vii) ● What difference does the resurrection make for Christians?	U2 12 What will make our city / village / town a more respectful place?	2b (viii) ● What kind of King is Jesus?
<b>History</b>	Egypt: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; <b>Benin (West Africa) c. AD 900-1300</b>	<i>Linked to Art (see Art objectives).</i>	the Roman Empire and its impact on Britain <i>[This could include:</i>  ● Julius Caesar's <i>attempted invasion in 55- 54 BC</i> ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian's Wall ● British resistance, for example, Boudica ● 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity]	a local history study  ● a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.]	Mystery topic

## Class 3 Year B



<b>Geography</b>		Physical Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			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, plans and graphs, and digital technologies.	Mystery topic
<b>Art</b>		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	about great artists, architects and designers in history. - <i>Da Vinci</i>			Mystery topic
<b>Music</b>	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	
<b>PSHCE / SEAL</b>	Good to be me	Keeping myself safe	Getting on	Me and my relationships	Changes	Me and my future
<b>Design Technology</b>			apply their understanding of how to strengthen, stiffen and reinforce more complex structures  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		Mystery topic

# Class 3 Year B



<b>MFL</b>	Unit 19 – Les portraits	Unit 20 – Les cadeaux	Unit 21 – Le carnaval des animaux	Unit 22 – Au café	Unit 23 – Tour de France	Unit 24 - Destinations
<b>PE</b>	Real PE - Social	Real PE – Personal	Real PE - Health and Fitness	Real PE – Cognitive	Real PE - Creative	Real PE - Physical