

Curriculum Overviews 2018/2019 Hawthorn

Overview for the School year

	Focus area	Name of topic	Programmes of study covered
Term1	History	<p>Heroes - then and now                      Grace Darling- significant people/lighthouse keeper                      Events beyond living memory/significant individuals                      the lives of significant individuals in the past who have contributed to national and international achievements.                      events beyond living memory that are significant nationally or globally</p>	<p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <ul style="list-style-type: none"> <li>• I can answer questions using books and the internet.</li> <li>• I can research the life of a famous person from the past using different sources of evidence.</li> <li>• I can use words and phrases like: before, after, past, present, then and now.</li> </ul>
Term 2	Science	<p><u>Materials</u>                      Pupils should be taught to:                      Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses                      Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  <u>Forces and magnets</u>                      Pupils should be taught to:                      Compare how things move on different surfaces                      Notice that some forces need contact between two objects, but magnetic forces can act at a distance                      Observe how magnets attract or repel each other and attract some materials and not others                      Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials                      Describe magnets as having two poles                      Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>• I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>• I can suggest why a material might or might not be used for a specific job.</li> <li>• I can explore how shapes can be changed by squashing, bending, twisting and stretching.</li> <li>• I can explore and describe how objects move on different surfaces.</li> <li>• I can explain how some forces require contact and some do not, giving examples.</li> <li>• I can explore and explain how objects attract and repel in relation to objects and other magnets.</li> <li>• I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>• I can describe how magnets work.</li> <li>• I can predict whether magnets will attract or repel and give a reason.</li> </ul>
Term 3	Geography	<p><u>Journey to China</u>  <u>Compare IOW to China</u>  <u>Place knowledge</u>                      Understand geographical similarities and differences through studying the human and physical geography of a</p>	<ul style="list-style-type: none"> <li>• I can say what I like and do not like about the place I live in.</li> <li>• I can say what I like and do not like about a different place.</li> <li>• I can describe a place outside Europe using</li> </ul>

		<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Human and physical geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>geographical words.</p> <ul style="list-style-type: none"> <li>• I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• I can explain how jobs may be different in other locations.</li> <li>• I can explain the facilities that a village, town and city may need and give reasons.</li> <li>• I can find where I live on a map of the United Kingdom.</li> <li>• I can use the correct geographical words to describe a place.</li> </ul>
Term 4	History	<p><u>All change!</u></p> <p>Changes within living memory</p> <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality.</p> <p>Tv/travel/transport/entertainment/clothes/toys</p>	<ul style="list-style-type: none"> <li>• I can use words and phrases like: before, after, past, present, then and now.</li> <li>• I can give examples of things that were different when my grandparents were children.</li> <li>• I can find out things about the past by talking to an older person.</li> <li>• I can answer questions using books and the internet.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened. I can research in order to find similarities and differences between two or more periods of history.</li> <li>• I can describe events from the past using dates when things happened.</li> </ul>
Term 5	Science	<p><u>plants</u></p> <p>Pupils should be taught to:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Light</u></p> <p>Pupils should be taught to:</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a</p>	<p>Plants</p> <ul style="list-style-type: none"> <li>• I can describe how seeds and bulbs grow into plants.</li> <li>• I can describe what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</li> <li>• Pupils should be taught to:</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• <u>Light</u></li> <li>• I can describe what dark is (the absence of light).</li> <li>• I can explain that light is needed in order to see.</li> <li>• I can explain that light is reflected from a surface.</li> <li>• I can explain and demonstrate how a shadow is formed.</li> </ul>

		<p>light source is blocked by a solid object Find patterns in the way that the size of shadows change.</p>	<ul style="list-style-type: none"> <li>• I can explore shadow size and explain.</li> <li>• I can explain the danger of direct sunlight and describe how to keep protected.</li> <li>•</li> </ul>
Term 6	Geography	<p><b>Where we live</b> <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<ul style="list-style-type: none"> <li>• I can use some basic Ordnance Survey map symbols.</li> <li>• I can use grid references on a map.</li> <li>• I can use an atlas by using the index to find places.</li> <li>• I can describe some of the features of an island</li> <li>• I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</li> <li>• I can explain the facilities that a village, town and city may need and give reasons.</li> <li>•</li> </ul>

Name of topic: Heroes- then and now

Main focus - Autumn 1 History

Trip- Lifeboat station

Literacy Focus- Writing	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
Narrative- Lighthouse keeper Diary writing- Grace Darling Recount- lifeboat trip	Number and Place Value Addition and Subtraction Geometry Measure Problem-solving	E safety Use technology responsibly Keep info safely	Seascapes Sketching/colour mixing/ charcoal/ pastels	Linked to Lighthouse keeper	Sing a tune with expression	Games Tag rugby	I can name and describe people, places and objects.

RE Day – Week beginning:

Name of topic: Marvellous Materials

Main focus- Autumn 2 Science

Literacy Focus- Writing	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
Instructions Narrative – settings and character description Poetry - Shape poetry and calligrams and language play	Number and Place Value Multiplication and Division Fractions Measure Problem-solving	Algorithms and programing	Tints/ tones	Make a waterproof product	Play clear notes on instruments	Invasion games Net and wall games	I can name and describe an object. I can have a short conversation saying 3-4 things.

RE Day – Week beginning:

Christmas RE Day - Week beginning:

Name of topic: Journey to China

Main focus - Spring 1 Geography

Trip: visit local area to compare to China

Literacy Focus-	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
Narrative – Stories from other Cultures Non-chronological reports Poems to perform	Number and Place Value Multiplication and Division Fractions Measure Problem-solving statistics	Collect info and design and create content	Clay- Chinese pots Chinese art	Food from China How food ingredients come together	Create repeated patterns	Gymnastics	I can give a response using a short phrase. I am starting to speak in sentences.

RE Day – Week beginning :

Name of topic: All Change!

Main focus - Spring 2 History

visiting family adults

Literacy Focus- Writing	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
Letters Information text	Number and Place Value Multiplication and Division Fractions Measure Problem-solving	Search safely for info on the internet Present information	Paint package Y3 combine digital images with own art	Design a product for the future	Compose melodies and songs I can use musical words to say what I like and don't like about a piece of music	Dance	I can read and understand a short passage using familiar language. I can explain the main points in a short passage.

RE Day – Week beginning :

Easter RE Day – Week beginning:

Name of topic: Plants and Light

Main focus - Summer 1 Science

Trip: Botanical Gardens

Literacy Focus- Writing	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
recount Narrative Adventure and Mystery Dialogue	Number and Place Value Multiplication and Division Fractions Measure Problem-solving statistics	Algorithms and programing	Use viewfinders to draw plants Rubbing printing stamping pressing- leaf prints/pressing	Making a working light model	Create accompaniments for tunes Recognise the work of a composer	Games Striking and fielding	I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words.

RE Day – Week beginning:

Name of topic: Where We Live

Main focus - Summer 2 Geography

Trip: local artist

Week 5 - sports week

Week 6 - leavers service/ class trips

Literacy Focus- Writing	Maths Focus	ICT focus	Art Focus	Design and Technology	Music Focus	PE	MFL focus
Significant authors Non-Chronological reports about where we live	Number and Place Value Multiplication and Division Fractions Measure Problem-solving	Manipulate images	Map making Linked with local area Look at local artists	Make a 3D map- models of local significant buildings	Combine sounds to create a mood or feeling	Outdoor Adventurous Activities	I can write phrases from memory. I can write 2-3 short sentences on a familiar topic. I can say what I like/dislike about a familiar topic.

RE Day – Week beginning: