



Class Three Curriculum Information Spring 1 2020

Rock and Roll

This half term Class Three will be finding out all about rocks and fossils. In English, we will be studying narrative stories about cavemen before moving on to learning about discussions. We will learn about Ancient Britain in History and rock/soils in Science.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.

Mr Taylor

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E. Special places	<ul style="list-style-type: none"> To recognise that everyone has a special place. To know that there are special places which Jesus visited. To know that Christians go on pilgrimages to places of religious significance. To know that the world is a special place for Catholics. To know that we should respect the world as a special place. 	<ul style="list-style-type: none"> Retelling the stories about special places for Jesus. Describing some ways in which religion is lived out by Christians in terms of pilgrimage and worship. Developing religious vocabulary to give reasons why Christians go on pilgrimage. Giving reasons why Christians should care about the world. 	Special place, River Jordan, Jerusalem, Sea of Galilee, Nazareth. Pilgrimage, grace, Ladauto si, world, earth, stewards of creation.
English	<ul style="list-style-type: none"> Stories on a theme (Stig of the Sump) Discussion 	<ul style="list-style-type: none"> Develop targeted SPAG skills including- Prepositions Adverbs Apostrophes for possession. Draft and write by:- selecting appropriate grammar and vocabulary, understanding how such choices can be changed to enhance meaning. Develop appropriate structure, tone and grammar when writing non-fiction texts. 	Narrative Adjectives Adverbs Pronouns Apostrophes Paragraphs Inverted commas Balanced argument For and against 3 rd person Summary paragraph
Maths	<ul style="list-style-type: none"> Mental addition and subtraction Fractions Division Volume and capacity Multiplication (Including 8 times table) Statistics, measures and money 	<ul style="list-style-type: none"> Choosing the most efficient method to solve a calculation. Rounding to estimate calculations. Understanding and creating sequences. Counting up and down in fractions Finding fractions of amounts Finding simple equivalent fractions. Understanding fractions as division Reading scales accurately Know the 8 times tables to 12 times. Recognise and use factor pairs. Divide 3 digit numbers by a one digit number. Multiply two and three digit numbers by a one digit number using formal method. 	Addition-add, plus, increase Subtraction-take away, difference, more than. Formal written method Efficient method Multiply-times, lots of Array Grid method Multiple Numerator denominator scale ml l
Science Rocks and soils	<ul style="list-style-type: none"> To compare different types of rocks. To make systematic and careful observations. To group rocks based on their properties. To explain how fossils are formed. To explain Mary Anning's contribution to palaeontology. To observe carefully and systematically. To present my findings using scientific vocabulary. 	<ul style="list-style-type: none"> Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. Making systematic and careful observations by examining different types of rocks. Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. Identifying changes related to simple scientific ideas in the context of theories about fossils. Recognise that soils are made from rocks and organic matter by explaining how soil is formed. Making systematic and careful observations in the context of investigating the permeability of different soils. Recording findings using simple scientific 	Rocks, igneous, sedimentary, metamorphic, form, formation, volcano, sea, seabed, changes, compare, types, natural, human-made, strata, anthropic. Mary Anning, fossils, ichthyosaur, trace fossils, coprolite, dinosaurs, Jurassic, seaside, beach, poverty, scientists, William Buckland. Soil, formation, formed, rock, organic matter, animals, top soil, sub soil, base rock, additions, losses, translocations, transformations.



		language.	
History Ancient Britain	<ul style="list-style-type: none"> To understand what humans needed for survival in the Stone Age. To understand what was found at Skara Brae and why it is important. To understand what copper mining meant to the people of the Bronze Age. To understand how evidence about Stonehenge can give us different answers about the past. To understand how and why hillforts were developed in the Iron Age. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference. Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. Note connections, contrasts and trends over time and develop the appropriate use of historical terms 	Flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source Skara Brae, prehistoric, dwelling, inhabited, extraordinary, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock. Prehistoric, earthwork, circular, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, Druid, construction, pulleys, align
Art Sketching of fossils.	<ul style="list-style-type: none"> To explore and develop ideas. To explore making positive and negative shapes using shading. To experiment sketching with different grades of pencils. To experiment sketching with charcoal. To choose an effective method to sketch fossils accurate. To evaluate work by looking back at the original design. 	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Experiment with ways in which surface detail can be added to drawings, e.g. <i>use grades of pencil, biro, charcoal and chalk.</i> Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. 	Fossils, Robert Hooke, sketches, Close observation. positive shape, negative shape smudging and shading.
Computing Touch Typing	<ul style="list-style-type: none"> To introduce typing terminology. Understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom and top rows. To practice the keys typed with the left hand. To practice the keys typed with the right hand. 	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use search technologies effectively, appreciate how results are selected and 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 	Touch typing, keyboard, posture, home row, top row, bottom row, space bar, shift key
Music Rock and Roll	<ul style="list-style-type: none"> To begin to develop an understanding of the history of music (Rock and Roll). To become more familiar with the music genre 'Rock and Roll.' To use voices expressively. To use a range of musical dynamics. To listen with attention to detail and recall sounds with increasing aural memory. To develop an increasing understanding of the development of Rock and Roll music. To express opinions about Rock and Roll music. 	<ul style="list-style-type: none"> singing listening appraising performing identifying facts recalling facts evaluating 	<ul style="list-style-type: none"> rock and roll dynamics timbre texture tempo pitch duration instrumental vocal Bill Haley and his Comets Elvis Presley Cliff Richard The Rolling Stones The Beatles