Class 3 Curriculum Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Where in the World?	The Great Plague	Why is the Earth so Angry?	Globe Trotters	The Romans	Hide and Seek
E.A.T Opportunities	Focus Explore learning	Focus Think learning	Focus Explore learning	Focus Think learning	Focus Active learning	Focus Active learning
St Mary's Pupil Passport Experiences.	• Visit a place in the local community. • Bury a time capsule.	• Watch a theatre show. • Have an outdoor day. • Do a good deed (Shoebox appeal)	• Sing a song in a different language. • Build a fire and toast marshmallows	• Teach someone something new. • Learn about a different religion.	• Visit a historic place.	• Meet an animal. • Plan a picnic.
Visit or Visitor	Local person who has lived in Lea Town for a while	History Visitor & Artefact Box	History Visitor	Visitor who has been to a country studied.	History visitor Ribchester	The Lake District
Lead Subjects	History/Geography	History	History/Geography	Geography	History/Geography	Geography
History	Local History Study: Lea Town/Preston	The Great Plague of 1665	Ancient Britain: Stonehenge		The Roman Empire and the impact on Britain	
Geography	Fieldwork Skills		Volcanoes and Earthquakes	A contrasting region in Europe		A region in the UK- Lake District
PSHCE	This subject is currently under review.					
Science	Forces	Light	Rocks and Fossils	Sound	Life Cycles	Habitats
Art and Design		Printing	Observational drawing of Fossils		Roman Mosaics	
Physical Education	Dan (AFC Fylde)- FUNdamentals FUNdamentals Multi-skills	Dan (AFC Fylde)- Invasion Games Gymnastics	Dan (AFC Fylde)- Dance Outdoor Adventures	Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports	Dan (AFC Fylde)- Striking and Fielding Swimming	Dan (AFC Fylde)- Athletic Activities Swimming
Design Technology	Bridges			Making a passport holder		A Healthy portable snack (Energy bar)
Modern Foreign Language	The Basics 1	The Basics 2	The Basics 3	Animals	Food	At School
Music	Mamma Mia	Glockenspiel Stage 1	Easter Praise	Easter Praise Lean On Me	Blackbird Three Little Birds	Reflect, Rewind, Review
Computing	Unit 3.1 and 4.1 Coding Unit 3.2 Online Safety	Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing Unit 3.5 Emails	Unit 3.5 Emails Unit 3.6 Branching Databases	Unit 3.7 Simulations	Unit 3.8 Graphing

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E.A.T Opportunities	**Focus** Explore learning	**Focus** Think learning	**Focus** Explore learning	**Focus** Think learning	**Focus** Active learning	**Focus** Active learning
St Mary's Pupil Passport experiences.	• Visit a place in the local community. • Bury a time capsule.	• Watch a theatre show. • Have an outdoor day. • Do a good deed (Shoebox appeal)	• Sing a song in a different language. • Build a fire and toast marshmallows	• Teach someone something new. • Learn about a different religion.	• Visit a historic place.	• Meet an animal. • Plan a picnic.
Visit or Visitor	Local person who has lived in Lea Town for a while	History Visitor & Artefact Box	History Visitor	Visitor who has been to a country studied.	History visitor Ribchester	The Lake District
Lead Subjects	History	History	History/Geography	Geography	History	Geography
History	Local History Study: Lea Town/Preston **Substantive Concept: Civilisation** Disciplinary concept - Change and continuity. Sources and evidence How has Preston changed over time for the people that live in the towns?	The Great Plague of 1665 **Substantive Concept: Childhood** Disciplinary concept - consequence How did The Great Plague spread across England?	Ancient Britain Stonehenge **Substantive Concept: Civilisations** Disciplinary concept -similarities and difference How much do we know about Ancient Britain?		The Romans **Substantive Concept: Migration** Disciplinary Concept – Change and Continuity How much change did the Roman invasion bring?	
Geography	**Fieldwork and Mapping Skills** How can we show how Preston has changed over time? • Aerial Photography • Sketch a Map • Sketch Mapping • Route Planning • Distances • Landmarks • Data Collecting and Handling		**Volcanoes and Earthquakes** Why does the earth get angry? • Describe and understand volcanoes and earthquakes. • Describe and understand key aspects of physical Geography including volcanoes and earthquakes.	**A contrasting region in Europe (France, Germany, Italy)** Is Europe the same or different to the UK? • Locate the world's countries using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.		**A region in the UK- Lake District** How is the Lake District similar or different to Europe? • Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom. • Use the four figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of the United Kingdom.
PSHCE	This subject is currently under review.					

		Light	Rocks and Fossils	Sound	Life Cycles	Habitats
Science	**Forces** • Compare how things move on different surfaces • Notice how some forces need contact between two objects.	• Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things.
		Printing	**Observational drawing of Fossils**		**Roman Mosaics**	
Art and Design		• Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. • Know that paint colours can be mixed using natural substances and that prehistoric peoples used these paints. • To know some basic rules for shading when drawing, eg shading in one direction, blending tones smoothly and with no gaps. • To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that tone can be used to create contrast in an artwork. • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint.	• To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • To know that different drawing tools can create different types of lines. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing. • To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.		• To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • To know that the starting point for repeating pattern is called a motif and a motif can be arranged in different ways to make varied patterns. • Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created. • Know that paint colours can be mixed using natural substances and that prehistoric peoples used these paints. • To know that negative shapes show the space around and between objects. • To know how to use basic shapes to form more complex shapes and patterns. • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint. • To know that symmetry can be used to create repeating patterns. • To know that patterns can be irregular, and change in ways you wouldn't expect.	

Design Technology	**Bridges** • To research and develop a design criterion to inform the design of innovative, functional appealing products that is fit for purpose (bridge) • Generate and develop a model to communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams and prototypes. • Select from and use a wide range of materials and components including construction materials according to their functional properties and aesthetic qualities. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.			**Making a passport holder** • To research and develop a design criterion to inform the design of innovative, functional appealing products that is fit for purpose (passport holder) • Generate and develop a model to communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams and prototypes. • Select from and use a wide range of materials and components including textiles.		**A Healthy portable snack (Energy bar)** • To research and develop a design criterion to inform the design of innovative, functional appealing products that is fit for purpose (Healthy snack) • Generate and develop a model to communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams and prototypes. • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown and processed.
Physical Education	Dan (AFC Fylde)- FUNdamentals FUNdamentals Multi-skills	Dan (AFC Fylde)- Invasion Games Gymnastics	Dan (AFC Fylde)- Dance Outdoor Adventures	Dan (AFC Fylde)- Striking and Fielding Net and Wall Sports	Dan (AFC Fylde)- Striking and Fielding Swimming	Dan (AFC Fylde)- Athletic Activities Swimming
Music	**Mamma Mia** Theme: ABBA's music. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	**Glockenspiel Stage 1** Theme: Exploring and developing playing skills using the glockenspiel. Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.	**Easter Praise**	**Easter Praise Lean On Me** Theme: Soul/Gospel music and helping each other. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	**Blackbird** Themes: The Beatles, equality and civil rights. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to. **Three Little Birds** Themes: Reggae, happiness and animals. Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience. Most children should know the difference between pulse and	**Reflect, Rewind and Replay**

					rhythm. Some children will know how pulse, rhythm and pitch work together to create a song.	
Modern Foreign Languages	**The Basics 1** • Be able to greet each other confidently and introduce themselves and their family. • Understand the numbers 1-10 and use them to say how old they are. • Understand and respond to some simple questions and instructions. • Recognise some words in their written form and pronounce them accurately.	**The Basics 2** • Recognise the days of the week. • Name a variety of colours. • Understand numbers up to 20, including out of sequence. • Be able to express simple likes and dislikes using the first person. • Recognise a negative sentence when they hear it.	**The Basics 3** • Sing and do the actions to a French song with little help. • Understand several parts of the body when they're spoken. • Read the numbers 21-31 aloud and say some of them from memory, pronouncing them accurately. • Respond to a simple question by saying what month their birthday is in. • Recognise plural nouns when listening to or reading vocabulary.	**Animals** • Speak clearly and confidently when responding to simple questions. • Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don't understand something. • Repeat a simple sentence from memory. • Write short, simple sentences in response to written and spoken questions. • Read along with a rhyme with the class. • Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences.	**Food** • Give a full sentence spoken answer to a written question. • Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately. • Ask and answer questions, including asking for and giving opinions. • Say what they would like, using a common verb in the first person. • Be able to prepare and recite a few sentences using vocabulary from the unit. • Write some vocabulary from memory.	**At School** • Respond to simple questions using sentence models from the lesson. • Confidently use number vocabulary from previous lessons to say what time it is. • Ask simple questions learnt in the unit. • Pronounce vocabulary accurately including the definite or indefinite article. • Write some singular nouns with their article. • Recognise and pronounce correctly words with common French sounds. • Read along with the text of a French story. • Identify specific sounds in a song. • Recognise if nouns are singular or plural based on their article.
Computing	**Unit 3.1 Coding** • To understand what a flowchart is and how flowcharts are used in computer programming. • To understand that there are different types of timers and select the right type for purpose. • To understand how to use the repeat command. • To understand the importance of nesting. • To design and create an interactive scene. **Unit 4.1 Coding** • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use co-ordinates in computer programming. • To understand the 'repeat until' command. • To understand how an IF/ELSE statement works. • To understand what a variable is in programming. • To use a number variable. • To create a playable game.	**Unit 3.2 Online Safety** • To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices. **Unit 3.3 Spreadsheets** • To use the symbols more than, less than and equal to, to compare values. • To use 2Calculate to collect data and produce a variety of graphs. • To use the advanced mode of 2Calculate to learn about cell references.	**Unit 3.4 Touch Typing** • To introduce typing terminology. • To understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To practise typing with the left and right hand. **Unit 3.5 Emails** • To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.	**Unit 3.5 Emails** • To think about different methods of communication. • To open and respond to an email using an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario. **Unit 3.6 Branching Databases** • To sort objects using just 'yes' or 'no' questions. • To complete a branching database using 2Question. • To create a branching database of the children's choice.	**Unit 3.7 Simulations** • To consider what simulations are. • To explore a simulation. • To analyse and evaluate a simulation.	**Unit 3.8 Graphing** • To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.

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