

Class 3 Curriculum Cycle B

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Unit Title</u>	Where are we?	World War 2	Mexican Madness	The Lancashire Cotton Industry	Turn that tap off!	Ancient Egyptians
<u>E.A.T Opportunities</u>	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Explore learning	<u>Focus</u> Think learning	<u>Focus</u> Active learning	<u>Focus</u> Active learning
<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Play conkers • Nature scavenger hunt • Wintery adventure walk 	<ul style="list-style-type: none"> • Make a wildlife home • Yoga session 	<ul style="list-style-type: none"> • Taste different foods • Plant and grow own vegetables 	<ul style="list-style-type: none"> • STEM Learning Week • Museum visit • Look after a new animal 	<ul style="list-style-type: none"> • Stargazing • Pond dipping 	<ul style="list-style-type: none"> • Den building • Bird watching • Snail racing
<u>Visit or Visitor</u>	Science themed visit or visitor	Speak to an athlete	Visit a restaurant/chef visit	Science Museum	Brockholes Sanctuary/ Martin Mere	Garden centre visit
<u>Lead Subjects</u>	Geography	History	Geography	History	Geography	History
<u>History</u>		World War 2		The Lancashire Cotton Industry		Ancient Civilizations
<u>Geography</u>	Settlements		The Americas: Mexico!		Rivers and the water cycle	
<u>PSHCE</u>	This subject is currently under review.					
<u>Science</u>	Electricity	Animals including Humans (nutrition)	Teeth and digestion	Forces	States of Matter	Plants- functions and parts
<u>Art and Design</u>		Observational drawing	Sculpture		Painting of water	
<u>Physical Education</u>	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
<u>Design Technology</u>	Board game with an electronic component			Levers and Linkages		Woodwork-planter
<u>Modern Foreign Language</u>	Playtime	My Home	My Town	Describing People	The Body	Sport
<u>Music</u>	Let Your Spirit Fly	Glockenspiel: Stage 2	Stop!	Easter Production	The Dragon Song Bringing Us Together	Reflect, Rewind and Replay
<u>Computing</u>	<u>Unit 3.1 and 4.1 Coding</u> <u>Unit 4.2 Online Safety</u>	<u>Unit 4.2 Online Safety</u> <u>Unit 4.3 Spreadsheets</u>	<u>Unit 4.4 Writing for Different Audiences</u> <u>Unit 4.5 Logo</u>	<u>Unit 4.5 Logo</u> <u>Unit 4.6 Animation</u>	<u>Unit 4.7 Effective Search</u>	<u>Unit 4.8 Hardware investigators</u>

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<u>St Mary's Pupil Passport Experiences.</u>	<ul style="list-style-type: none"> • Play conkers • Nature scavenger hunt • Wintery adventure walk 	<ul style="list-style-type: none"> • Make a wildlife home • Yoga session 	<ul style="list-style-type: none"> • Taste different foods • Plant and grow own vegetables 	<ul style="list-style-type: none"> • STEM Learning Week • Museum visit • Look after a new animal 	<ul style="list-style-type: none"> • Stargazing • Pond dipping 	<ul style="list-style-type: none"> • Den building • Bird watching • Snail racing
<u>Visit or Visitor</u>	Science themed visit or visitor	Speak to an athlete	Visit a restaurant/chef visit	Science Museum	Brockholes Sanctuary/ Martin Mere	Garden centre visit
<u>Lead Subjects</u>	Geography	History	Geography	History	Geography	History
<u>History</u>		<p>World War 2</p> <p>Substantive Concept: Childhood</p> <p>Disciplinary concept –consequence</p> <p>What was the consequence of WW2 on children's lives?</p>	<p>Ancient Civilisations (Mayans)</p> <p>Substantive Concept: Civilisations</p> <p>Disciplinary concept -similarities and difference</p> <p>How much did Ancient Sumer, Shang, China and the Indus civilisation have in common?</p>	<p>The Lancashire cotton Industry (Local Black History Unit)</p> <p>Substantive Concept: Rights, Justice and Equality</p> <p>Disciplinary concept – Sources and Evidence</p> <p>What can you discover about the cotton industry and its impact on the population of Lancashire?</p> <p>What effect did the cotton famine have on the local population?</p>		<p>Ancient Egypt</p> <p>Substantive Concept: Leadership</p> <p>Disciplinary concept -historical interpretations</p> <p>What do different sources reveal about Queen Nefertari?</p>
<u>Geography</u>	<p><u>Settlements</u></p> <p>Are settlements the same all around the world?</p> <ul style="list-style-type: none"> • 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 time zones (including day and night) • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		<p><u>The Americas: Mexico!</u></p> <p>How amazing are the Americas?</p> <ul style="list-style-type: none"> • 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 • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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><u>Rivers and the water cycle</u></p> <p>How does a river change along its course?</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	

<u>PSHCE</u>	This subject is currently under review.					
<u>Science</u>	<u>Electricity</u> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	<u>Animals including humans (nutrition)</u> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<u>Teeth and digestion</u> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<u>Forces</u> <ul style="list-style-type: none"> 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 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<u>States of matter</u> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<u>Plants- functions and parts</u> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants
<u>Art and Design</u>		<u>Observational drawing</u> <ul style="list-style-type: none"> To know that negative shapes show the space around and between objects. To know that different drawing tools can create different types of lines. 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 how to use texture more purposely to achieve a specific effect or to replicate a natural surface. 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. 	<u>Sculpture</u> <ul style="list-style-type: none"> To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes like a cube). 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, e.g. 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. 		<u>Painting of water</u> <ul style="list-style-type: none"> 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. 	

		<ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. 	<ul style="list-style-type: none"> 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 organic forms can be abstract. 		<ul style="list-style-type: none"> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. 	
<u>Design Technology</u>	<u>Board game with an electronic component</u> <ul style="list-style-type: none"> 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 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 			<u>Levers and Linkages</u> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		<u>Woodwork-planter</u> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
<u>Physical Education</u>	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
<u>Music</u>	<u>Let Your Spirit Fly</u> Theme: RnB and other musical styles. 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 rhythm. Others will know how pulse, rhythm and pitch work together to create a song.	<u>Glockenspiel: Stage 2</u> Theme: Exploring and developing playing skills using the glockenspiel. 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.	<u>Stop!</u> Theme: Grime and other styles of 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 should know the difference between pulse and rhythm. Others 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.	<u>Easter Production</u>	<u>The Dragon Song</u> Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another. 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 rhythm. Others will know how pulse, rhythm and pitch work together to create a song. <u>Bringing Us Together</u> Theme: This is a Disco song about friendship, peace, hope and unity. 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.	<u>Reflect, Rewind and Replay</u>

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<u>Modern Foreign Languages</u>	<p><u>Playtime</u></p> <ul style="list-style-type: none"> • Pick out familiar words and phrases from a spoken sentence. • Say and write a few sentences about themselves in the first person from memory. • Prepare and present some basic instructions for a playground game. • Recite some verses of a song from memory. • Use knowledge of French phonics to spell some simple words correctly. • Express opinions using basic sentences. • Follow and understand the majority of a written text when listening to it read aloud. 	<p><u>My Home</u></p> <ul style="list-style-type: none"> • Identify a given sound most times it appears when listening to a song. • Recognise some familiar words and phrases in a spoken story. • Use numbers and colours in descriptions. • Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. • Respond to a spoken question with a written answer in a full sentence. • Confidently say sentences where the word order differs to English. • Be able to give the gender of a noun from its article. 	<p><u>My Town</u></p> <ul style="list-style-type: none"> • Understand and be able to give simple directions to town buildings. • Say and write from memory a few sentences about where they live. • Be able to recognise some French prices with minimal aid. • Read part of a story aloud to the class, with some support. • Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly. 	<p><u>Describing People</u></p> <ul style="list-style-type: none"> • Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. • Grasp the concept that some sentence structures differ in French. • Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. • Use the correct articles with plural nouns when prompted. • Write some simple French sentences to give a summary of a character from a story. 	<p><u>The Body</u></p> <ul style="list-style-type: none"> • Be able to identify the gender of a noun from its article when listening and reading. • Use the correct article with some common nouns when speaking and writing. • Recite a simple French rhyme from memory, with some verbal or visual prompts. • Describe things using simple adjectives. • Frequently recognise and identify different subject pronouns when reading. 	<p><u>Sport</u></p> <ul style="list-style-type: none"> • Identify the gender of a noun in a sentence when listening to it. • Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play. • Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. • Follow a model to write sentences in the first person using common verbs. • Become increasingly confident in recognising and understanding French sentences with different word orders.
<u>Computing</u>	<p><u>Unit 3.1 Coding</u></p> <ul style="list-style-type: none"> • 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. <p><u>Unit 4.1 Coding</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Unit 4.2 Online Safety</u></p> <ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. <p><u>Unit 4.3 Spreadsheets</u></p> <ul style="list-style-type: none"> • To format cells as currency, percentage, decimal to different decimal places or fraction. 	<p><u>Unit 4.4 Writing for Different Audiences</u></p> <ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign. <p><u>Unit 4.5 Logo</u></p> <ul style="list-style-type: none"> • To learn the structure of the coding language of Logo. • To input simple instructions in Logo. • Using 2Logo to create letter shapes. • To use the Repeat function in Logo to create shapes. • To use and build procedures in Logo. 	<p><u>Unit 4.5 Logo</u></p> <ul style="list-style-type: none"> • To learn the structure of the coding language of Logo. • To input simple instructions in Logo. • Using 2Logo to create letter shapes. • To use the Repeat function in Logo to create shapes. • To use and build procedures in Logo. <p><u>Unit 4.6 Animation</u></p> <ul style="list-style-type: none"> • To discuss what makes a good animated film or cartoon. • To learn how animations are created by hand. • To find out how animation can be created in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging. 	<p><u>Unit 4.7 Effective Search</u></p> <ul style="list-style-type: none"> • To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable. 	<p><u>Unit 4.8 Hardware investigators</u></p> <ul style="list-style-type: none"> • To understand the different parts that make up a computer. • To recall the different parts that make up a computer. <p><u>Unit 4.11 micro:bit</u></p> <ul style="list-style-type: none"> • To understand how sensor inputs from the accelerometer can be used to detect movement, such as when a step is taken. • To understand how variables can be used to keep track of things in a program. • To understand how inputs, outputs and computer code work together to make control systems. • To understand what logic is and how it can be used to make different outputs happen according to different inputs. • To be able to make a control system and game.

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