

Class 3 Curriculum Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Where in the World?	Putrid Plague	Why is the Earth so Angry?	Globe Trotters	Rotten 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.	<ul style="list-style-type: none"> Visit a place in the local community. Bury a time capsule. 	<ul style="list-style-type: none"> Watch a theatre show. Have an outdoor day. Do a good deed (Shoebox appeal) 	<ul style="list-style-type: none"> Sing a song in a different language. Build a fire and toast marshmallows 	<ul style="list-style-type: none"> Teach someone something new. Learn about a different religion. 	<ul style="list-style-type: none"> Visit a historic place. 	<ul style="list-style-type: none"> Meet an animal. Plan a picnic.
Visit or Visitor	Woodhenge - Bleasdale	History Visitor &Artefact Box	Hothersall lodge	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 - Immediate location Lea Town <ul style="list-style-type: none"> A depth study of Lea Town A study over time of several aspects of national history are reflected in the locality. A study of an aspect of a Neolithic site (Bleasdale) dating from a period before 1066 that is significant in the locality. Understand aspects of the Neolithic period, including religion, technology and travel. 	The Great Plague of 1665 <ul style="list-style-type: none"> A study of an aspect of British History that extends pupils chronological knowledge beyond 1066. 	Ancient Britain Stonehenge <ul style="list-style-type: none"> Understand some significant aspects of British History – (Bronze Age) Stonehenge. Understand aspects of Bronze Age History including religion, technology and travel and compare and make links to previous knowledge of a Neolithic site (Bleasdale) 		The Romans <ul style="list-style-type: none"> The Roman empire and its impact on Britain. (Julius Cesar's attempted invasion in 55-54 BC) (The Roman empire by AD 42 and the power of its army.) (The successful invasion by Claudius and conquest, including Hadrian's wall. 	
Geography			Volcanoes and Earthquakes <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.
Science	Forces <ul style="list-style-type: none"> Compare how things move on different surfaces Notice how some forces need contact between two objects. 	Light <ul style="list-style-type: none"> 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 	Rocks and Fossils <ul style="list-style-type: none"> 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 	Sound <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 	Life Cycles <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	Habitats <ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things.
Art and Design		<p>Printing</p> <p>Using the image of a skull linked to 'death' and focussing the artists Damien Hirst and Andy Warhol. Children will: -</p> <ul style="list-style-type: none"> Explore relief and impressed printing record textures/patterns Explore mono printing and colour mixing through overlapping colour prints Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns modify and adapt their prints 	<p>Observational drawing of Fossils</p> <ul style="list-style-type: none"> Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches, recording and improving using a variety of media (pencils and pens) and techniques smudging and shading. accurate drawings of fossils. 		<p>Roman Mosaics</p> <ul style="list-style-type: none"> Pattern in the environment – design Make patterns on a range of surfaces Symmetry Explore environmental and manmade patterns Tessellation 	
Design Technology	<p>Bridges</p> <ul style="list-style-type: none"> 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. 			<p>Making a passport holder</p> <ul style="list-style-type: none"> 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. 		<p>A Healthy portable snack (Energy bar)</p> <ul style="list-style-type: none"> 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.
Music	<p>English Folk Songs (Charanga)</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>*Glockenspiel Stage 1 (Charanga)</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music using the inter-related dimensions of music. 	<p>Rock and Roll Music</p> <ul style="list-style-type: none"> To develop an understanding of the history of music. To listen with attention to detail and recall sounds with increasing aural memory. 	<p>Easter Production</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. 	<p>Italian songs and 'Pines of Rome'</p> <p>Celts and Romans (Charanga)</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians. 	<p>Music that creates suspense</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. To improvise and compose music for a range of purposes using the inter-related dimensions of music.
Computing	<p><u>Unit 3.1 and 4.1 Coding</u></p> <p><u>Unit 3.2 Online Safety</u></p>	<p><u>Unit 3.2 Online Safety</u></p> <p><u>Unit 3.3 Spreadsheets</u></p>	<p><u>Unit 3.4 Touch Typing</u></p> <p><u>Unit 3.5 Emails</u></p>	<p><u>Unit 3.5 Emails</u></p> <p><u>Unit 3.6 Branching Databases</u></p>	<p><u>Unit 3.7 Simulations</u></p>	<p><u>Unit 3.8 Graphing</u></p>