

**Class 3 Curriculum Cycle B**

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	<b>Where are we?</b>	<b>World War 2</b>	<b>Mexican Madness</b>	<b>The Iron Throne</b>	<b>Turn that tap off!</b>	<b>Ancient Egyptians</b>
<b>E.A.T opportunities</b>	<b>Focus</b> Explore learning	<b>Focus</b> Think learning	<b>Focus</b> Explore learning	<b>Focus</b> Think learning	<b>Focus</b> Active learning	<b>Focus</b> Active learning
<b>St Mary's Pupil Passport experiences.</b>	<ul style="list-style-type: none"> <li>• Play conkers</li> <li>• Nature scavenger hunt</li> <li>• Wintery adventure walk</li> </ul>	<ul style="list-style-type: none"> <li>• Make a wildlife home</li> <li>• Yoga session</li> </ul>	<ul style="list-style-type: none"> <li>• Taste different foods</li> <li>• Plant and grow own vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Learning Week</li> <li>• Museum visit</li> <li>• Look after a new animal</li> </ul>	<ul style="list-style-type: none"> <li>• Stargazing</li> <li>• Pond dipping</li> </ul>	<ul style="list-style-type: none"> <li>• Den building</li> <li>• Bird watching</li> <li>• Snail racing</li> </ul>
<b>Visit or Visitor</b>	<b>Science themed visit or visitor</b>	<b>Speak to an athlete</b>	<b>Visit a restaurant/chef visit</b>	<b>Science Museum</b>	<b>Brockholes Sanctuary/ Martin Mere</b>	<b>Garden centre visit</b>
<b>Lead Subjects</b>	<b>Science/Geography</b>	<b>Science/History</b>	<b>Science/Geography</b>	<b>History</b>	<b>Geography</b>	<b>Science /History</b>
<b>History</b>		<p><b>WW2</b></p> <ul style="list-style-type: none"> <li>• A significant turning point in British History.</li> <li>• An in depth study of a period in British history.</li> </ul>		<p><b>Queen Victoria</b></p> <ul style="list-style-type: none"> <li>• The changing powers of the monarchy using case studies.</li> </ul>		<p><b>Ancient Civilizations</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>
<b>Geography</b>	<p><b>The region where I live</b></p> <ul style="list-style-type: none"> <li>• Use maps and digital mapping to identify 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.</li> <li>• Name and locate the geographical region, identifying human and physical characteristics. Key topographical features including hills, mountains and rivers, land use patterns and understand how these aspects change over time.</li> </ul>		<p><b>Mexico!</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</li> </ul>		<p><b>Rivers and the water cycle</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	
<b>Science</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p><b>Animals including humans (nutrition)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Teeth and digestion</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Plants- functions and parts</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> </ul>

<b>Art and Design</b>		<p><b>Observational drawing</b></p> <ul style="list-style-type: none"> <li>To use sketch books to record their observations and use them to review and revisit ideas.</li> <li>Experiment with the potential of various pencils</li> <li>close observation</li> <li>Draw both the positive and negative shapes</li> <li>initial sketches as a preparation for painting</li> <li>accurate drawings of people – particularly faces</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>To master the technique of sculpture – paper Mache death masks</li> </ul>		<p><b>Painting of water</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	
<b>Design Technology</b>	<p><b>Board game with an electronic component</b></p> <ul style="list-style-type: none"> <li>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</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>			<p><b>Levers and Linkages (Working iron man pop up book)</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>		<p><b>Woodwork-planter</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>
<b>Music</b>	<p><b>Sparks Might Fly</b></p> <p>Improvise and compose music for a specific purpose (e.g. a composition with the title: ‘Thunderstorm,’ a song or rap using electronic sounds.)</p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To use and understand staff and other musical notations.</li> </ul>	<p><b>*Glockenspiel Stage 2 (Charanga)</b></p> <ul style="list-style-type: none"> <li>To use and understand staff and other musical notations.</li> <li>To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To improvise and compose music using the inter-related dimensions of music.</li> </ul>	<p><b>The Art of Food Staying healthy topic (Charanga) – vegetables and fruit</b></p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>To use and understand staff and other musical notations.</li> </ul>	<p><b>Easter Production</b></p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> </ul>	<p><b>Water Water everywhere</b></p> <p><u>Suggested music:</u>  Handel’s Water Music  Henry Wood - Fantasia on British Sea Songs – ‘Sailor’s Hornpipe’  Rimsky-Korsakov – ‘The Sea and Sinbad’s Ship’ from Scheherazade  Edward Elgar - Sea Pictures ‘Sea Slumber Song’</p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	
<b>Computing</b>	<p><u>Unit 3.1 and 4.1 Coding</u>  <u>Unit 4.2 Online Safety</u></p>	<p><u>Unit 4.2 Online Safety</u>  <u>Unit 4.3 Spreadsheets</u></p>	<p><u>Unit 4.4 Writing for Different Audiences</u>  <u>Unit 4.5 Logo</u></p>	<p><u>Unit 4.5 Logo</u>  <u>Unit 4.6 Animation</u></p>	<p><u>Unit 4.7 Effective Search</u></p>	<p><u>Unit 4.8 Hardware investigators</u></p>