

Dates	Autumn 1 2019	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 TBC
Overarching Theme	Transdisciplinary theme: Where we are in space and time Key Concepts: Perspective, form, function	How the world works Causation, change, reflection	How we express ourselves Perspective, causation, form	How we express ourselves Causation, connection, responsibility, reflection	How we share the planet	How we organise ourselves
Central Idea	We use artefacts to discover the secrets of Ancient Egypt.	We use fossils to inform us about how dinosaurs lived.	Character and mood can be shown through the arts.	We can use the arts to express our identity.	Our lives are affected by the way the Earth behaves.	We know how people in the Stone Age lived by what they left behind.
Focus curriculum areas and key themes	History, DT	Science	Art, Music, Dance, drama	Art, science, PSHE, DT	Geography	History
Lines of enquiry	What is an artefact? What was life like in Ancient Egypt? What do artefacts tell us?	Why are there different types of teeth? How are fossils made? Why are there different fossils around the world?	What are the Arts? How is a story shown through music? How can art represent mood and emotion? What makes a good performer?	What is 'identity'? How do people express their identity?	What causes earthquakes? How do volcanoes erupt? What are tsunamis? What impact do such things have on our lives?	When was the Stone Age? How did people manage their lives in the Stone Age? How do we know about their lives? How did their lives change?
Art	Children will develop their mastery of clay by creating art inspired by Ancient Egypt: shabtis and amulets.	Children will be introduced to their art sketchbooks to record their observations and use them to review and revisit ideas throughout the year. Sketch books close observational drawing- dinosaur eyes.	Children will be learning about colour mixing and understanding fundamental watercolour painting techniques. Pupils will be looking at how different colours express different moods and emotions. Hot/cold, contrasting/complementary	Portrait collage using photographs.		Using found materials to make "cave paintings".
Computing	Rodocodo coding software Children will be using a learning game that teaches them the fundamentals of computer programming without complexity or jargon	Children will be learning to use internet search engines to find safe and reliable sources of information to support their research in the theme.	Rodocodo coding software .	Rodocodo	Rodocodo coding software	

		Branch diagram				
Design Technology	Children will be learning to research, design, create and evaluate their own Shadufs using pulley/lever systems with a focus on cutting, joining, strengthening and stiffening.	<p>Children will be making and baking gingerbread fossils for the Christmas fayre.</p> <p>Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>		<p>Use of levers and linkages to make shadow puppets.</p> <p>DT2/1.1a Design 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technology</p> <p>DT2/1.4a apply their understanding of how</p>		

				to strengthen, stiffen and reinforce more complex structures		
Geography	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
History	<p>What would my life be like if I lived in Ancient Egypt?</p> <p>How do I know this is an Egyptian artefact?</p> <p>What kind of roles did people have in Ancient Egypt?</p> <p>How did Ancient Egyptians celebrate? (life, death, cats)</p>					<p>Understanding the chronology of the Human race- timelines.</p> <p>How the people of the Stone Age lived, how their lives changed with the discovery of metals and how we know about this.</p>
Maths (KPIs)	<ul style="list-style-type: none"> Find 10 or 100 more or less than a given number Compare and order numbers to 1000 Identify, represent and estimate numbers using different representation Read and write numbers up to 1000 in numerals and in words 	<ul style="list-style-type: none"> Recognise the place value of each digit in a three digit number (Hundreds, tens, ones) Add and subtract numbers mentally, including: a 3 digit number and ones, a 3 digit number and tens, a 3 digit number and hundred Add and subtract numbers with up to three digits, using formal written methods of columnar 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digit X 1 digit numbers, using mental and progressing to formal written methods. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digit X 1 digit numbers, using mental and progressing to 	<ul style="list-style-type: none"> Count up and down in tenths Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10 	<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)

		addition and subtraction.		formal written methods		
MFL	German	German	German	German	German	Spanish
Music	<p>Children will learn to use and understand staff and other musical notations</p> <p>To identify and perform rhythm and pitch.</p> <p>To perform with increasing control in an ensemble context (Gift of the Nile).- may not be possible due to Covid.</p>	<p>Dinosaur song.</p> <p>Children will be playing and performing in ensemble contexts, using their voices with increasing accuracy, fluency, expression and control.</p>	<p>Pupils will be learning about different instruments of the orchestra through Peter and the Wolf. Pupils will be learning about pitch, timbre, tempo and dynamics.</p> <p>They are learning how different musical instruments convey character, emotion and moods.</p>	<p>Singing skills, performance part of a choir</p> <p>Participation in the Sheffield Music Hub's Singing Festival.</p> <p>Visit to City Hall to watch the Halle Orchestra.</p>		
PE	<p>Physical literacy</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Gymnastics</p> <p>To develop flexibility, strength, technique, control and balance</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Basketball and Dance</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	Hockey and Physical Literacy	<p>Gymnastics</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Cricket – Applying physical literacy skills. - Throwing, bowling, catching and strategy.</p>	<p>Athletics</p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PSHCE	<p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p>	<p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p> <p>Mary Anning- a female innovator</p>	<p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p>	<p>Focus identity</p> <p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p>	<p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p>	<p>Relationship and sex education</p> <p>See whole school PSHCE syllabus</p> <p>In class P4C assemblies</p> <p>Sex and Relationship Education (SRE)</p>
Reading	<p><u>Fiction</u></p> <p>Whole class reading.</p> <p>2 X Weekly focus on the class novel studying summarising and prediction.</p> <p>3 x weekly focus on chosen excerpts focusing on vocabulary, inference, explanation and retrieval.</p> <p>Independent reading</p> <p>Daily using colour-coded books.</p> <p>Class Novel</p> <p>Daily</p>	<p><u>Fiction</u></p> <p>Dinosaur Cove- Attack of the Lizard King</p>	<p><u>Fiction</u></p> <p>The Ice Palace</p> <p><u>Non-fiction</u></p> <p>Wolves</p>	<p><u>Fiction</u></p> <p>The Ice Palace</p> <p>I am Henry Finch</p> <p><u>Non-fiction</u></p> <p>Newspaper reports- fairy tales</p>	<p><u>Fiction</u></p> <p><u>Non-fiction</u></p> <p>Pompeii</p> <p>A Pebble in my Pocket</p>	<p><u>Fiction</u></p> <p>Ugg: Stone Age Boy</p> <p><u>Non-fiction</u></p> <p>Texts about the Stone Age</p>
RE	<u>Buddhism</u>	<u>Buddhism</u>		<u>Prayer</u>	<u>Charities</u>	<u>Buddhism</u>

	Children will be learning about the life of Prince Siddhartha, the Four Noble Truths and the Eightfold Path.	Learning about festivals within the Buddhist faith		How do religious families live out their faith?	How do religions and beliefs respond to global issues?	Children will visit the Buddhist place of worship
Science	<p><u>Animals and humans</u> To describe the simple functions of the basic parts of the digestive system in humans</p> <p><u>Forces</u> Transference of energy in pulleys and levers linked to DT.</p>	<p><u>Animals and humans</u> To identify the different types of teeth in humans and their simple functions</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey. To identify and name animals.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognise that soils are made from rocks and organic matter.</p>		<p><u>Light</u></p> <p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p><u>Rocks</u></p> <p>To know that there are different sorts of rocks. And each has specific characteristics.</p> <p>To investigate the properties of types of rocks.</p> <p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><u>States of matter</u></p> <p>Observe that some materials change state when they are heated or cooled</p> <p>Children will be demonstrating and explaining how Igneous rock is formed through volcanic eruption) chocolate test)</p>	<p><u>Plants</u></p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To identify and name plants</p> <p><u>Materials</u></p> <p>Examine the properties of materials using various tests (for example, scratch tests)</p>
Writing	<p><u>SPAG Focus</u> Focus on accuracy in sentence writing.</p>	<p><u>Letter to John Hammond</u></p>	<p><u>Adapting a familiar narrative</u> Peter and the wolf. Children will be learning to imitate,</p>	<p><u>Poetry</u> Children will imitate, innovate and invent a</p>	<p><u>Writing and performing a play</u> A day in Pompeii</p>	<p><u>Recount writing</u> Time travel into the Stone Age.</p>

	<ol style="list-style-type: none"> 1. Makes sense. 2. Starts with a capital letter. 3. Ends with a stop. 4. Is a finished idea. <p><u>Narrative.</u> Telling the story of Miu and his adventures.</p> <p><u>Instructions</u> Children will be instructing their readers how to mummify a Pharaoh.</p>	<p><u>Narrative</u> based on finding a dinosaur egg</p> <p><u>Non-chronological report</u> Children will plan, write, edit and publish a dinosaur fact file using accurate sentences.</p>	innovate and invent their own variations of this classic tale.	<p>poem inspired by Pie Corbett</p> <p><u>Newspaper reports</u> The Ice Palace</p>		
<p>Enrichment</p> <ul style="list-style-type: none"> • (trips, experiences, visits, visitors, etc.) • 	<ul style="list-style-type: none"> • Stunning start: Visit to an Egyptian tomb- Covid restrictions make this unlikely • Trip to Weston Park Museum – mummification workshop – Covid restrictions make this unlikely. Possible virtual experience? • In-class mummification ceremonies • Fabulous finish - Pop up museum for parents and carers- Covid restrictions make this a possibility rather than a definite. Possibly a video? 	<ul style="list-style-type: none"> • Fabulous finish: Dinosaur World reopens • Local field work geography trip- Bird Watching 	<ul style="list-style-type: none"> • Stunning Start- Wolf exploration enrichment day • Visit to the Lantern theatre. 	<ul style="list-style-type: none"> • Orchestra visit • Singing festival • Fabulous finish: Y3 arts themed class assemblies 	<ul style="list-style-type: none"> • Visit from University Professor explaining about Extreme Earth. 	<ul style="list-style-type: none"> • Trip to Buddhist Centre • Stunning Start-Stone Age Day- make weapons, go hunting, cook on an open fire.
<p>Resources (artefacts, texts, art materials etc)</p>	<p>Non-fiction reference books about Ancient Egypt</p> <p>Ancient Egyptian artefacts and images for classrooms</p>	<p>Dinosaur nonfiction reference books</p> <p>Fossils, ferns, rocks and minerals</p>	<p>Peter and the wolf film</p> <p>Instruments</p> <p>Paints, brushes, watercolour paper</p> <p>Acetates, Torches, batteries</p> <p>Ice Palace</p> <p>Class Reader- House With Chicken Legs</p> <p>Fantasia</p>	<p>Non-fiction reference books</p> <p>Fairy tale newspaper reports</p> <p>Torches, batteries</p>	<p>Non-fiction reference books</p> <p>Chocolate</p>	<p>Found materials</p>

