Phase: Class three | **Cycle/Term: Autumn term i**

Time Allocation: Half Term | **Teachers: Miss R Jones**

From coast to coast

Geography

During this topic the children will study the features of the Holderness coastline. They will loo at coastal processes that act upon it everyday, the erosion, transportation and depostition of materials that push back the cliffline further up the coast to help create the spit as the sea meets the estuary. The children will also look at significant areas of coastal defences and debate the impact that these varying methods have upon the coastline.

The children will also look at the growing trend of renewable energies along the coast and off shore, why has this become big business in our local area and what impact does it have?

Design and Technology

The children will look at the development of the renewable energy business in the region, they will look at the use of wind turbines and utilisation of wave action. They will look at the mechanics behind how these work and attempt to design their own ideas for a wind or wave driven source of energy.

Art and Design

The chidlren will look at the works of local artist David Hockney, being resident of Bridlington, he utilises the landscapes around him as well as being known for using Ipad technology to develop his works of art. The children will use this influence to complete a similar piece, starting off with their own sketches of the landscape.

History

In History, the children will look at the origins of the Holderness coastline, dating back to the Ice Age when the material was dumped, creating a flat land of soft Alluvium. The children will look at past maps of the coastline to look at how the landscape changes over time and why.

Visits

Holderness coastline to look at the erosional features present and demonstrate long shore drift.

Visitors

Siemens renewable energy.

Resources

Atlases

Numeracy across the curriculum:

Children will look at the history of coastal erosion in the area, studying the distances lost to the sea over the last 100 years, they can then use this to also look at predictions for the future.

Literacy across the curriculum:

Children will look at journalistic writing linked in to coastal events
Discussion text – debating the use of coastal defences.

PSHCE across the curriculum:

Children will debate the need for coastal erosion, looking at the different stakeholders and their bias with regards the work completed to defend the Holderness coastline.

History

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.

Geography

Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Identify and describe how the physical features affect the human activity within a location.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

Describe how locations around the world are changing and explain some of the reasons for change.

Describe how countries and geographical regions are interconnected and interdependent.

Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Art and Design

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Use the qualities of materials to enhance ideas.

Spot the potential in unexpected results as work progresses.

Comment on artworks with a fluent grasp of visual language.

Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Design & Technology

Convert rotary motion to linear using cams.

Use innovative combinations of electronics (or computing) and mechanics in product designs.

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).

Make products through stages of prototypes, making continual refinements.

Ensure products have a high quality finish, using art skills where appropriate.

Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Create innovative designs that improve upon existing products.

Evaluate the design of products so as to suggest improvements to the user experience.

Phase: Class Three	**Cycle/Term: Autumn ii**
Time Allocation: Half a term.	**Teachers: Miss R Jones**

It's all Greek to me

History

The children will learn about a timeline of events that shaped the ancient Greek civilization, looking in detail at some of the key events such as the birth of the Olympic Games, the birth of democracy and important battles such as the battle of Marathon. The children will use a range of evidence sources to piece together the way they lived and compare this to the modern day.

Geography

The children will look at Europe and the countries that are located around modern day Greece. They will compare its location to the UK and be able to comment on similarities and differences between the two countries. The children will be able to locate important historic sites within Greece.

Art and design

Children will look at the evidence of a range of Greek pottery. They will look at the shapes, patterns and decoration typical with the Greek people. This information will then be used to draw out, design and create a clay plaque/plate with Greek design. They will need to use clay tools to sculpt and mould the clay.

PE

The children will experience a range of different sporting events associated with the current modern Olympic Games. The children will then have the opportunity to take part in some of these competitions steeped in tradition.

Computing

In this unit the children will use stop/go animation to develop the story from Percy Jackson and the lightening thief. They will use ICT to develop the story of a short part from the book depicting Greek Myth.

Religious Education

The children will look at the beliefs of an ancient civilization and begin to understand why some of the traditions were started. They will look at the gods and goddesses of the ancient Greeks and think about why they had so many and what they represented.

Visits

Visitors

Resources

Air Drying Clay

Equipment for stop/go animation.

Numeracy across the curriculum:

Potentially look at Pythagoras as a Greek Philosopher and lead into his theorem.

Distance – discuss distance in relation to where Greece is located.

Literacy across the curriculum:

Myths – Greek Gods and Goddesses; Percy Jackson series of books to use as mentor text.

PSHCE across the curriculum:

Children should use the fact that Greeks were the first people to introduce democracy, the children could investigate what this means and the impact that this has had on modern day society.

History

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Understand that no single source of evidence gives the full answer to questions about the past.

Describe the social, ethnic, cultural or religious diversity of past society.

• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

Use dates and terms accurately in describing events.

Use appropriate historical vocabulary to communicate, including:

Geography

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Describe how locations around the world are changing and explain some of the reasons for change.

Describe how countries and geographical regions are interconnected and interdependent.

Art and Design

Use tools to carve and add shapes, texture and pattern.

Show life like qualities and life like proportions.

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Use the qualities of materials to enhance ideas.

Create original pieces that show a range of influences and styles.

Computing

Collaborate with others online on sites approved and moderated by teachers.

Use many of the advanced features in order to create high quality, professional or efficient communications.

Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Communicate a wide range of ideas to a variety of audiences.

Physical Education

Uphold the spirit of fair play and respect in all competitive situations.

Lead others when called upon and act as a good role model within a team.

Combine sprinting with low hurdles over 60 metres.

Choose the best place for running over a variety of distances.

Throw accurately and refine performance by analysing technique and body shape.

Show control in take-off and landings when jumping.

Compete with others and keep track of personal best performances, setting targets for improvement.

Religious education

Explain how some teachings and beliefs are shared between religions.

Explain how religious beliefs shape the lives of individuals and communities.

Explain some of the different ways that individuals show their beliefs.

Phase: Class Three	**Cycle/Term: Spring**
Time Allocation: Whole term	**Teachers: Miss R Jones**

In the jungle, the mighty jungle

Geography

The children will study the geography of south and central America, looking at the different countries and focusing on the rainforest in that area. The children will learn the terms Biome, understand that the Earth has an Equator and the tropics and what impact it has on the weather, feeding into how this ultimately impacts the plant and animal life in the area.

Science

The children will look at animals and their habitats. This can then be linked in to looking at the habitats found within a jungle environment.

Design and technology

The children will learn about the origins of chocolate and study the process for growing and making chocolate from Cocoa. They will then look at the properties of chocolate and working with chocolate as a maleable, mouldable substance. The children will look at famous chocliatiers and the structures they create using chocolate, design and experiment with their own patisserie creations using food sourced in the central and south american rainforest.

History

During this topic, the children will study the ancient civilisations that once inhabited these lands, focusing on a study of the Mayan people, the architecture and the evidence that has been left behind.

Music

Children will study the South American culture, looking at the instruments and tribal music. This will help the pupils' to compose and refine their own piece of music to record using ICT.

Art and Design

The children will use a range of materials to design and construct a 3D model of an Amazonian animal. They will use 3D modelling to design and refine their plans and then work in groups to construct these using wire, mesh and paper mache. The children will finish off their animals by printing on paper and using these prints as the final layer of the animal, using inspiration from the colours and patterns of the rainforest.

Computing

A range of ICT techniques and software will be used to allow the children to model and create a simulation of their sculpture. The children will also use software to create and edit their own piece of South American music.

Visits

Yorkshire Sculpture Park – to look at big sculptures within an outdoor context in preparation for our own jungle.

Visitors

Resources

Printing equipment
Sculpting wire
Sculpting mesh
Paper mache paste.
Chocolate
D&T cooking/baking equipment.
Ipads and software

Numeracy across the curriculum:

Working out areas and volumes when working with sculptures, calculating amounts of equipment needed.

Area and length measuring food miles and loss of rainforest.

Literacy across the curriculum:

Mentor texts – The jungle book,.

The children will use a range of text types in topic session including information leaflets modelled on the sculpture park for parents to come and look round our own jungle sculpture park and journalistic writing for the opening event.

PSHCE across the curriculum:

Revisit the moral position of Fairtrade.

Whole class debate looking at deforestation, the benefits and damage being done to the area.

History

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Compare some of the times studied with those of the other areas of interest around the world.
- Use appropriate historical vocabulary to communicate

Geography

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Art and Design

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.
- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.
- Enhance digital media by editing (including sound, video, animation, still images and installations).
- Create original pieces that show a range of influences and styles.
- Give details (including own sketches) about the style of some notable artists, artisans and designers.

Design & Technology

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Make products through stages of prototypes, making continual refinements.
- Ensure products have a high quality finish, using art skills where appropriate.

Music

- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinati (based on the pentatonic scale).
- Use digital technologies to compose, edit and refine pieces of music.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music

Science

- Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
- Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop from birth to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.

Phase:	**Cycle/Term:**
Time Allocation: Half a term	**Teachers:**

Pulling the strings

Design and technology

The children will investigate different types of puppetry and the influences and cultures related to these. They will look at string puppets in detail, studying marionettes and how they work and are put together. Using all this research, the children will then design and create their own puppet, using materials for the main body and a wooden cross support for the strings.

Art and Design

The children will be expected to draw upon a range of previously taught skills when designing and creating their own puppet. They will need to use a range of materials to perfect their design and create a working marionette.

Music

The children will look at types of music used within puppetry, they will then use this influence to compose a piece to acompany their own puppet show. This will work alongside their playscript to provide transition and emotion to the performance.

Computing

Using their own puppets and play scripts, the children will act out and create an animation to be filmed and refined using ICT. The children will use and apply the skills they have gained and choose the most appropriate applications to do this. (I movie maker)

History

Children will look at the historical significance of different types of puppetry, including where in the world they are from and what they were often used for (propaganda).

Visits

Beverley Puppet festival

Visitors

Organizers and puppeteers from the festival.

Resources

Felt, needles, thread, stuffing, wood, fishing wire.

Ipads, appropriate animation apps.

Numeracy across the curriculum:

Measurements used to make the string puppet

Budgeting – cost per unit of making puppets using excel, budgeting using formulas.

Literacy across the curriculum:

Play scripts – links in with y5/6 production, children to produce own script for short puppet show.

Comparisons of puppetry on film and television – thunderbirds/ button moon/ bagpuss etc.

PSHCE across the curriculum:

Children could look into the cultural significance of puppet shows and the lessons learnt from these such as that from Punch and Judy.

History

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Compare some of the times studied with those of the other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Art and Design

Show precision in techniques.

Choose from a range of stitching techniques.

Combine previously learned techniques to create pieces.

Enhance digital media by editing (including sound, video, animation, still images and installations).

Give details (including own sketches) about the style of some notable artists, artisans and designers.

Show how the work of those studied was influential in both society and to other artists.

Create original pieces that show a range of influences and styles.

Design & Technology

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

Create objects (such as a cushion) that employ a seam allowance.

Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

Create innovative designs that improve upon existing products.

Evaluate the design of products so as to suggest improvements to the user experience.

Music

Create rhythmic patterns with an awareness of timbre and duration.

Combine a variety of musical devices, including melody, rhythm and chords.

Use digital technologies to compose, edit and refine pieces of music.

Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

Read and create notes on the musical stave.

Computing

Collaborate with others online on sites approved and moderated by teachers.

Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

Choose the most suitable applications and devices for the purposes of communication.

Use many of the advanced features in order to create high quality, professional or efficient communications.

Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.