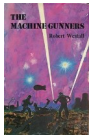
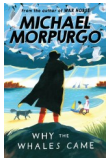
# Brockton C. of E. Primary School - Class 3 - Autumn Term A

## English






Informal/formal letter
Instructions
Creative writing-text based
Story
Diary
Playscript
Character analysis
Descriptive writing
Poetry
Book reviews

## Maths - Hodder

Number and place value

Addition and subtraction

Multiplication and division

Fractions

Decimals

Percentages

Statistics

## Science

**Light**

Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Can you investigate at what angle the lights need to be in order to give a specific height when the light beams meet? The children will need to use models of the approximate scale of the planes (a piece of card will suffice) and torches set a specific angle to then try to recreate the beams. They could then lower the 'plane' until the two beams touch, then this will allow them to create a table showing the angle of the beam compared to the height of the plane which the Dambusters used in order to create the ideal height at which to release the bouncing bombs.

**Electricity**

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

The Second World War showed an increased reliance on the use of electricity from creating circuits to power search lights, sending signals to set off air raid sirens and sending messages to different positions on the fighting line.

As part of the messaging system the Army and Navy etc used the Morse code. Challenge the children to make their own electrical circuit which recreates a Morse code system, possibly even with a different switch for the longer and shorter light flashes.

Steady hand, electric buzzer game

Christmas tree light challenge

## Geography - Collins

**Locational knowledge**

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

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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)

**Human and physical geography**

Describe and understand key aspects of:

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

**Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the 8 points of a compass, 4- and 6-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

Who are Britain's National Parks for?

The children will identify the location and distribution of the 15 National Parks in the United Kingdom and understanding the rationale that underpins them - to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work with them. This involves important concepts such as 'heritage', 'environment', 'value' and 'economic activity'.

## History - Collins

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

We will learn all about World War II. Children will learn when WWII began and find out about the key individuals and countries involved. We will discover all about the evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. We will learn about the important facts about the Holocaust and investigate event that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.

Why was winning the Battle of Britain in 1940 so important?

How serious was the risk of invasion by Nazi Germany in June 1940?

What did Hitler need to achieve if an invasion was going to succeed?

Why did Britain win the Battle of Britain?

## Art

Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas. They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.

**The Drop by Captain Albert Richards**

**The children will explore the work of an artist who was on the front line. Using the images the children will sketch, then create 3D sculptures of the parachutes and soldiers.**

**Explore the work of the artists officially commissioned to record the first world war. We will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, we will create our own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.**

**Air Raid art - Micheal Tompsett**
**W Krogman**

## Design and Technology

**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, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer -aided design

**Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately, select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities

**Evaluate** - 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 how key events and individuals in design and technology have helped shape the world

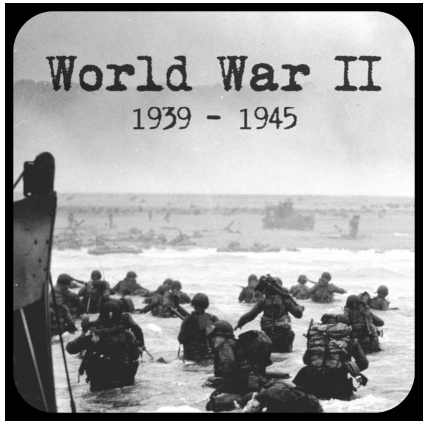
**Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

The machine Gunners

Based on research and the descriptions of the air raid shelters in the 'Machine Gunners', the children will design, make and evaluate their own model shelters.

WW2 Cooking

Steady Hand, electric buzzer game




## PHSE - Jigsaw

**Being Me in my World**

To help children understand their place in the class, school and global community.

**Celebrating Difference**

For children to carry out work on anti-bullying and diversity.

## Religious Education

Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity. The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

**Understanding Christianity - Incarnation**

**Links to other religions - Judaism**

1 - What do Jewish people believe? What makes the Torah so special?
2 - What makes a good leader? Why is Moses so important to Jewish people? Who do we respect/ follow/ believe?
3 - How does a Jewish person celebrate Passover? What makes Passover so special?
4 - How does a Jewish person celebrate Shabbat? What are the reasons for the weekly celebration of Shabbat? Why is Shabbat so special for Jews?
5 - What happens at the synagogue? What are the similarities and differences between Reform and Orthodox synagogues?
6 - What was the Holocaust? How did the Holocaust affect Jewish people and their beliefs? How does Holocaust memorial day enable both Jewish people and many others remember not just events in World War 2 but other tragedies in the world?

## Information Technology - Rising Stars

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

We are Cryptographers - Code Breaking

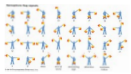
The children will become familiar with semaphore and morse code.

Understand the need for private information to be encrypted.

Encrypt and decrypt messages in simple ciphers.

Appreciate the need to use complex passwords to keep them secure.

Have some understanding of hoe encryption works on the web.



## Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.


Football
Rugby
Netball
Gymnastics
Dance

## Music - Music Express

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

At The Movies

Explore music from 1920s animated films to present day movies. Learn techniques for creating soundtracks and film scores, compose their own movie music.

World Unite

Get into the groove by exploring rhythm and melody in singing, movement and dance. Learn about beat, syncopation, pitch and harmony. Take a trip around the world to celebrate the universal language of music.


## French - Oak Academy

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Present ideas and information orally to a range of audiences*

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally* and in writing

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to Build sentences; and how these differ from or are similar to English

**C'est Moi!! - It's Me!!**

Introducing and describing yourself in French

Counting to 12 and saying your age

Saying the months

Saying the month your birthday is in

Saying your name, age, birthday and describing yourself

**Où habites-tu?**

Saying your nationality

Saying which country you live in and which language you speak

The negative - saying where you don't live, which language you don't speak, and what nationality you aren't

Putting together all of the learning from this unit

## Events

MacMillan Coffee Morning

School photographs

London

Harvest/Plant a bulb

Grounds Day

Carols and Candles

Christmas lunch/Party

Nativity

Pantomime