

Changing Shape

This unit will encourage the children to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. They will be involved in Identifying and classifying, asking simple questions and recognising that they can be answered in different ways. They will be observing closely, using simple equipment, performing simple tests and gathering and recording data to help in answering questions.

English

This half term we will focus on reading and writing:

Riddles

Stories in familiar setting – The sheep pig – Innovated stories or parts of stories

Persuasive leaflet or poster

PSHE

What is a family?

- To understand the role different people play in our lives
- To understand how important people in our lives show they love and care for us
- To understand there are different types of family
- To understand different ways we can support our family
- To understand how to have positive relationships at school

Homework

The children will be expected to read at home every night, where possible, and be given homework on a Friday to be returned the following Friday. This will include spellings we have worked on in class to consolidate before the spelling weekly test. It may also include other projects and subjects. Please see the school Homework Policy on the website for further information.

Maths

This half term we will be learning about: Multiplication, Length and Perimeter in Year 3. Year 2 will learn about Money and Multiplication and Division.

Curriculum Overview



Swallows – Spring Term 1
2024-2025

History

Changes in Britain from the Stone Age to the Iron Age

Children will recap learning on what toys can tell us about life for grandparents as children in the past. They will examine cave art paintings and decide what the art tells us about life in the Stone Age. They will understand the chronology of the Stone Age in Britain and compare this to today, the birth of Christ and Ancient Egypt (previously studied). They will learn that the Stone Age was divided into three eras: the Palaeolithic, Mesolithic and Neolithic periods: The Palaeolithic era saw Neanderthals living a nomadic life as hunter-gatherers with basic tools. The Mesolithic era saw rising sea levels and a changing environment, with new forests and grassland appearing as the Ice Age ended. Humans sharpened stones and bones into tools and weapons. The Neolithic era saw the spread of more complex, permanent settlements, better tools and the development of agriculture. New Learning: At the end of this unit, pupils will... (Knowledge) Know: (Skills) Be able to: They will investigate what we can learn about people’s lives in the Stone Age from the settlement at Skara Brae in the Orkney Islands. They will learn Skara Brae is located on the Bay of Skail, in the Orkney Islands, in Scotland. Skara Brae is a village made up of very ancient single room houses, which was discovered over 150 years ago. The houses are built from stone and were originally all free standing but some are now partly underground. Archaeologists know the villagers ate fish and shellfish. They ate lots of meat from sheep, cattle and pigs. They collected eggs from birds’ nests (there were no chickens in Orkney 5000 years ago). People fished, hunted and foraged for foods. Food was cooked on a fire. Everyone probably slept in one room. They made things from stone and bone and used stone and bone tools. They will learn changes in Britain from the Stone Age, through the Bronze Age to the end of the Iron Age. The children will create an outdoor timeline, a miniature Stone Age settlement using natural materials, practise lighting fires with flint and steel, make their own charcoal on the fire and cook and taste farmed fruits. Useful term prehistory was coined by a Scottish archaeologist, Daniel Wilson, in 1851 to refer to this time before written history. The main way to study this period is through archaeology.

PE

This half term we will be focusing on Dance and Gymnastics. Children will need to have **their PE kits (T-shirt, Shorts, Trainers, joggers and jacket) in school from the first day back**. They will bring them home at half term for washing. Please note our orienteering sessions are outdoors and we will be outside whatever the weather so please add some **joggers and a zip up jacket** to their PE kits. In addition, because we will be accessing the outside whatever the weather, the children will need to bring a **waterproof coat to school every day**.

Children will have PE lessons on Wednesdays and Fridays.

Computing

Online Reputation:

I can explain how information put online about someone can last for a long time. I know who to talk to if something has been put online without consent or if it is incorrect.

Touch Typing

Introduce typing terminology. Understand the correct way to sit at the keyboard. Learn how to use the home, top and bottom row keys. Practise typing with the left and right hand.

DT

Food and Nutrition: Healthy and Varied Diet

Discovering what diet the Stone, Bronze and Iron Age people had. Recreate meals looking at cooking methods and nutrition.

Shell Structures

Complete this work - Strengthen, stiffen and reinforce more complex structures, such as bridges.

Music

Glockenspiel 1

This Unit of Work introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel

Three Little Birds

All the learning is focused around one song. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs..

Young Voices – Thursday 6th February 2024 Year 3-6

RE

How did/does Jesus change lives?

The aim of this unit is to: deepen children’s insight into the impact Jesus had/has on people’s lives.

Enrichment

Church Service for Epiphany, Orienteering, Young Voices (Y3)