

The Good Shepherd Catholic Primary School



Year 3

Autumn Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Berrill, Mrs Maddison, Miss Smith and Mrs Dodds

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.*

*Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.*

Amen.

| SUBJECT | TOPIC INFORMATION | |
|---------------------|--|---|
| RELIGIOUS EDUCATION | Saint Clare/ Saint Patrick | To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saints St. Patrick and St. Clare. |
| | Domestic Church – Family: Homes | In this topic we explore how God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times. |
| | Baptism/Confirmation – Belonging: Promises | After, we will move onto our second topic 'Promises' We will look at Baptism and Confirmation how they call us to a new way of life. At Baptism and Confirmation people are welcomed and initiated into the Christian Church and supported in responding to God's call. |
| | Judaism - The synagogue | During this term will also be focusing on an alternative faith. We will focus on Judaism, more specifically The synagogue . |
| | Advent/Christmas – Loving: VISITORS | Lastly, we will move onto our topic of VISITORS during Advent. For Christians, this topic emphasises the coming of God, in the person of Jesus, 2,000 years ago at Bethlehem. He was not a passing visitor, but One who comes to dwell among us, the Word made flesh. The joyful expectation of Advent, is an encouragement to take steps to recognise the coming of God into the world today, and to believe that in the future this same God will come again in glory. |
| ENGLISH | Poetry on a theme (emotions) First person narrative descriptions Non-chronological reports Formal Letters to complain Dialogue through narrative Performance poetry | CUSP CURRICULUM – SEE BELOW |
| READING | Great and the Giants | CUSP CURRICULUM – SEE BELOW |

| | | |
|-----------|---|---|
| | <p>The Pebble in my Pebbles</p> <p>Leon and the Place Between</p> <p>'Twas the Night before Christmas</p> | |
| MATHS | | <ul style="list-style-type: none"> To add 3 addends Use First, Then and Now story to add 3 addends Explain that addends can be added in any order Add 3 addends efficiently by finding addends that total 10 Add two numbers that bridge through 10 Subtract two numbers that bridge through 10 Explain that 100 is composed of ten tens and one hundred ones Explain that 100 is composed of 50s, 25s and 20s Use known facts to find multiples of ten that compose 100 Use known facts to find correct complements to 100 Use place value knowledge to write addition and subtraction equations Count across and on from 100 Represent a three-digit number up to 199 in different ways Estimate mass in grams and volume in ml Count forwards and backwards in multiples of 2, 20, 5, 50 and 25 |
| SCIENCE | <p>Rocks</p> <p>Animals, including Humans</p> | CUSP CURRICULUM – SEE BELOW |
| HISTORY | | CUSP CURRICULUM – SEE BELOW |
| GEOGRAPHY | Fieldwork and Map Skills | CUSP CURRICULUM – SEE BELOW |
| COMPUTING | | <p>Computing systems and networks – Connecting computers Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Comparing digital and non-digital devices, before introducing computer networks that include network infrastructure devices like routers and switches.</p> <p>Creating media - Stop-frame animation Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> |
| MUSIC | | <p>We will be welcoming Marcella from Northampton diocese who is a choralist. She will be leading the children through song on a Monday morning.</p> <p>Introducing singing in rounds – CUSP Curriculum SEE BELOW</p> |

| | | |
|----------------------------------|-------------------------------|---|
| | | Untuned percussion – CUSP Curriculum SEE BELOW |
| PE | | <p>Unit 1 – Personal</p> <ul style="list-style-type: none"> - To cope well and react positively when things become difficult. - I can persevere with a task and I can improve my performance through regular practice - I know where I am with my learning and I have begun to challenge myself - I try several times if at first I don't succeed and I ask for help when appropriate <p>Fundamental Movement Skill:</p> <ul style="list-style-type: none"> - Static Balance: One Leg - Coordination and Footwork <p>Unit 2 – Social</p> <ul style="list-style-type: none"> - I cooperate well with others and give helpful feedback. - I help organise roles and responsibilities and I can guide a small group through a task - I show patience and support others, listening well to them about our work. - I am happy to show and tell them about my ideas - I can help praise and encourage others in their learning <p>Fundamental Movement Skill:</p> <ul style="list-style-type: none"> - Dynamic Balance to Agility: Jumping and Landing - Static Balance: Seated |
| ART DESIGN AND TECHNOLOGY | Drawing and Painting | CUSP CURRICULUM – SEE BELOW |
| | Printmaking | |
| | Textiles | CUSP CURRICULUM – SEE BELOW |
| | Food and Nutrition | |
| FRENCH | Greetings and the Classroom | CUSP CURRICULUM – SEE BELOW |
| | Numbers, colours and emotions | |
| PSHE | Get Heartsmart | <ul style="list-style-type: none"> • I can suggest a way that I can show love to myself • I can suggest a way that I can show love to others • I can list ways to be kind to one another • I can describe some ways that others are 'meant to be treated' • I can recall a memory and associate a feeling with it. I am beginning to understand that my heart needs protecting • I can list some things that my heart needs protecting from. |

| | | |
|-----|--|--|
| | | <ul style="list-style-type: none"> • I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. • I can identify some benefits of a healthy lifestyle • I can identify some risks of an unhealthy lifestyle • I can suggest some ways that I can care for my heart • I can suggest some ways that I can care for other people's hearts |
| | Don't Forget to Let Love in! | <ul style="list-style-type: none"> • I can recall some ways that people have shown love to me through kind words or actions • I am starting to describe myself in a positive way • I can think of words to encourage others • I can accept encouragement from others • I can sort words into what love is and what love isn't • I can list some things that I am grateful for. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week |
| RSE | Get Up! | Religious Understanding explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God. |
| | The Sacraments Jesus. My Friend | Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships. |

Writing

Poetry on a theme (emotions)

| Week 1 |
|---|
| Explicit teaching of the grammatical structures and text conventions required |

| At the end of this unit, pupils will ... | |
|---|---|
| Know: | Be able to: |
| How to form and use: <ul style="list-style-type: none">• alliteration• rhyme• assonance | Prepare and perform narrative poems Make connections between poems Select precise and ambitious vocabulary Write a poem on a theme |

First person narrative descriptions

- This is a three-week unit.
- The unit is set in the context of the CUSP Science unit *Rocks and fossils*.
- The structure of the unit is outlined below.

| Part 1 | Part 2 | Part 3 |
|---|---|-------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding and planning of extended outcome | Execution of extended outcome |

| At the end of this unit, pupils will ... | |
|--|--|
| Know | Be able to |
| The structure and tone of a non-chronological report How to use paragraphs to organise information. | Use a variety of sentence structures Select and use precise and formal vocabulary |

Non-chronological reports

| Week 1 | Week 2 |
|---|--|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ... | |
|---|--|
| Know: | Be able to: |
| The difference between main and subordinate clauses | Organise writing into clear paragraphs |
| How to form the present continuous tense | Choose and use formal vocabulary |
| The structure and conventions of a formal letter | Use a range of conjunctions |

Formal Letters to complain

| Week 1 | Week 2 |
|---|--|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ... | |
|---|--|
| Know: | Be able to: |
| The difference between main and subordinate clauses | Organise writing into clear paragraphs |
| How to form the present continuous tense | Choose and use formal vocabulary |
| The structure and conventions of a formal letter | Use a range of conjunctions |

Dialogue through narrative

| Week 1 | Week 2 | Week 3 |
|---|---|---|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task | Execution of the extended task and focused editing teaching |

| At the end of this unit, pupils will ... | |
|--|---|
| Know: | Be able to: |
| <p>How to:</p> <ul style="list-style-type: none">punctuate dialogueform the simple past tenseedit for meaningedit secretorially | <p>Use third person perspective</p> <p>Sustain the past tense</p> <p>Carefully select vocabulary</p> <p>Include historical references</p> |

Performance poetry

| Week 1 |
|---|
| Explicit teaching of the grammatical structures and text conventions required |

| At the end of this unit, pupils will ... | |
|--|---|
| Know: | Be able to: |
| <p>Key poetic devices including onomatopoeia, rhyme and repetition</p> <p>Intonation changes when we speak and perform</p> <p>Form helps convey the message in poems</p> | <p>Prepare and perform narrative poems</p> <p>Show understanding through intonation, action, tone and volume</p> <p>Make connections between poems</p> <p>Critically review the performance of a poem</p> |

Reading

| Week 1 | Week 2 |
|---|---|
| Focus on the narrative section of the core text | Focus on the non-narrative section of the core text |
| Exploring Greta's character | Understanding climate change |

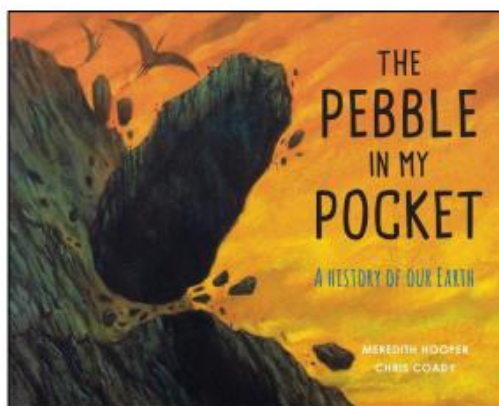


| At the end of this unit, pupils will ... | |
|--|--|
| Know: | Be able to: |
| A summary is a brief overview of a text. | Retrieve key details by reading closely. |
| How real events can be presented as a narrative. | Respond to the core themes in a text. |

This text draws a narrative parallel with Greta Thunberg who is the Swedish teenager who has led the global climate change movement since she was just 15. The first part of the book tells the story of Greta standing up to thoughtless giants who are destroying the habitats of animals living in the forest. The second part of the book gives key biographical information about Greta herself and some details about the climate change crisis. This book is written in affiliation with Greenpeace and teaches pupils about the power of peaceful protest and the impact of the climate change crisis on our way of life.

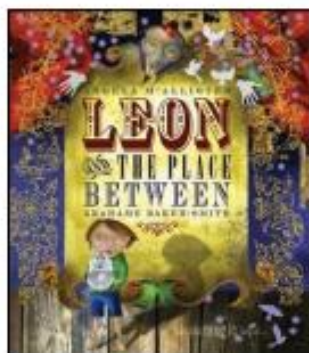
| Week 1 | Week 2 |
|---|---|
| Focus on summarising, scanning for retrieval and understanding vocabulary | Focus on comparing, inferring the meaning of vocabulary and personal response |

| At the end of this unit, pupils will ... | |
|--|---|
| Know: | Be able to: |
| Strategies for scanning for retrieval | Identify details from a text accurately and efficiently |
| The difference between fact and opinion | Infer the view of an author from their language selection |



This beautifully illustrated non-narrative picture book narrates the history of the earth, including information about dinosaurs, volcanoes and evolution. The text itself is rich and dense with lots of opportunities to further embed the learning of key vocabulary from the associated CUSP History and Science units. Written in chronological order, the book also features a beautiful timeline which encourages pupils to make links between key periods of history that they will learn about in the wider curriculum.

| Week 1 | Week 2 | At the end of this unit, pupils will ... | |
|---|---|--|--|
| Focus on the core text for summarising and authorial intent | Focus on the core text for prediction and personal response | Know: | Be able to: |
| Focus on the instruction text, information text and narrative extract for retrieval | Focus on the court transcript, playbill and narrative extract for inference | The differences and similarities between picture and chapter books | Draw diagrams to exemplify some text |
| | | Inference combines evidence from the text and personal experience to make a conclusion | Find evidence to support a given inference |



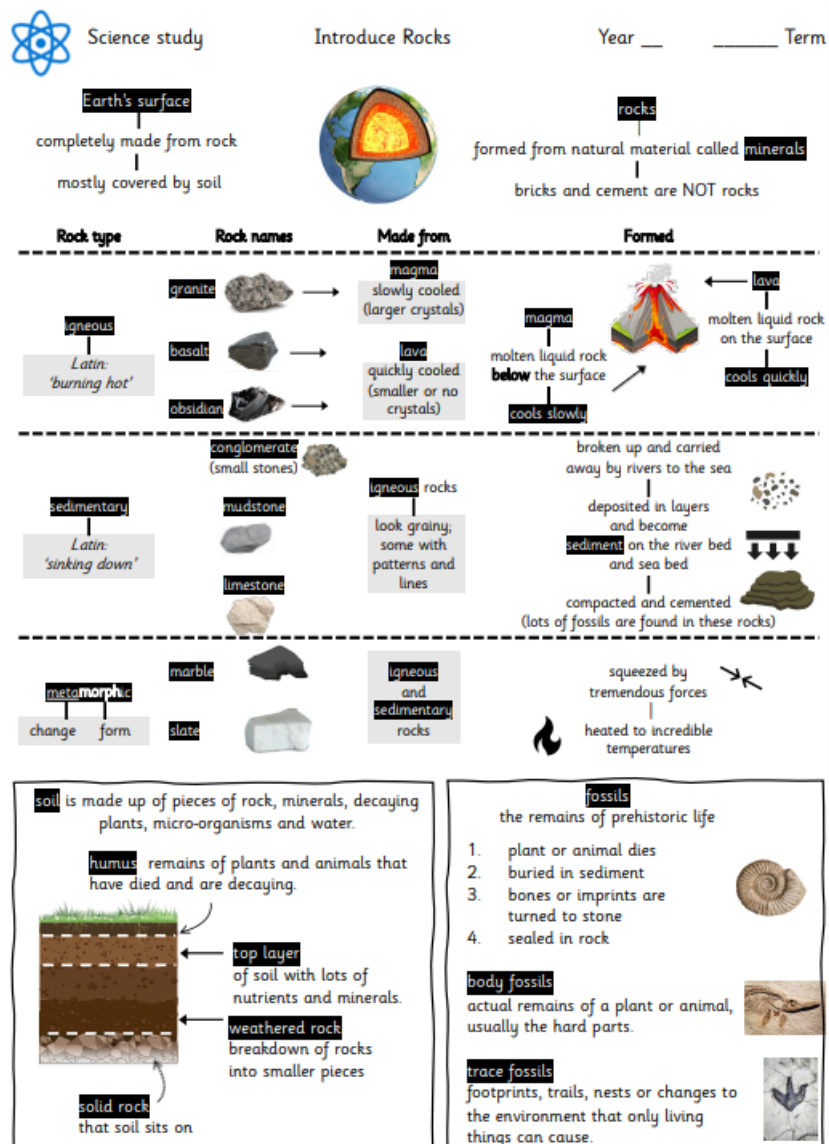
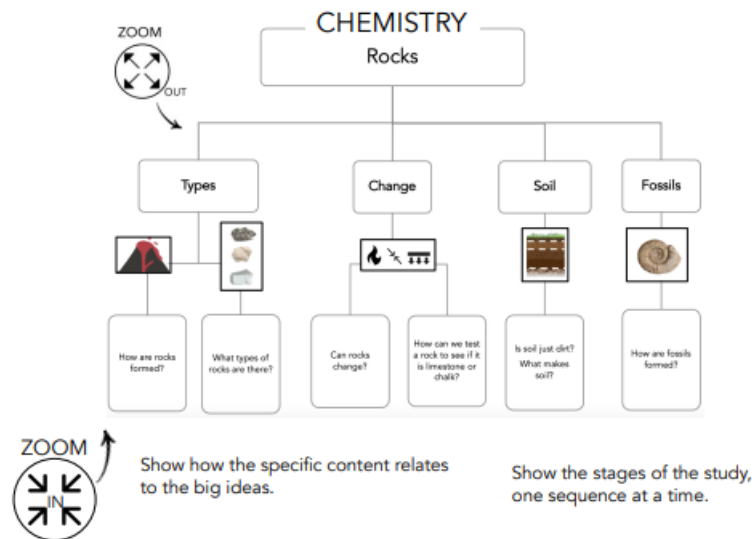
Being an avid believer in the wonder of magic, Leon desperately wants to now convince his siblings that magic exists. Whilst attending a magic show with his family, Leon volunteers to be in Abdul Kazam's magic show. He is magically transported to a mysterious and magical world called the Place Between. Grahame Baker-Smith's sumptuous illustrations only add to the magic. In addition, the fold-out pages and cut-out holes create the illusion for the reader that they are also part of this magical journey. Will Leon's experiences finally convince his family to believe in the power of magic?

| Week 1 | Week 2 | At the end of this unit, pupils will ... | |
|--|--|---|--|
| Focus on core text for summarising and authorial intent | Focus on core text for comparing and a personal response | Know: | Be able to: |
| Focus on diary extract and two information texts for retrieval and comparing | Focus on an appeal, dialogue extract and police report for inference | Poets use rhythm and language to create effects | Comment on poetic effects |
| | | Meaning can be inferred from description and dialogue | Use inference skills to gain meaning from a range of texts |

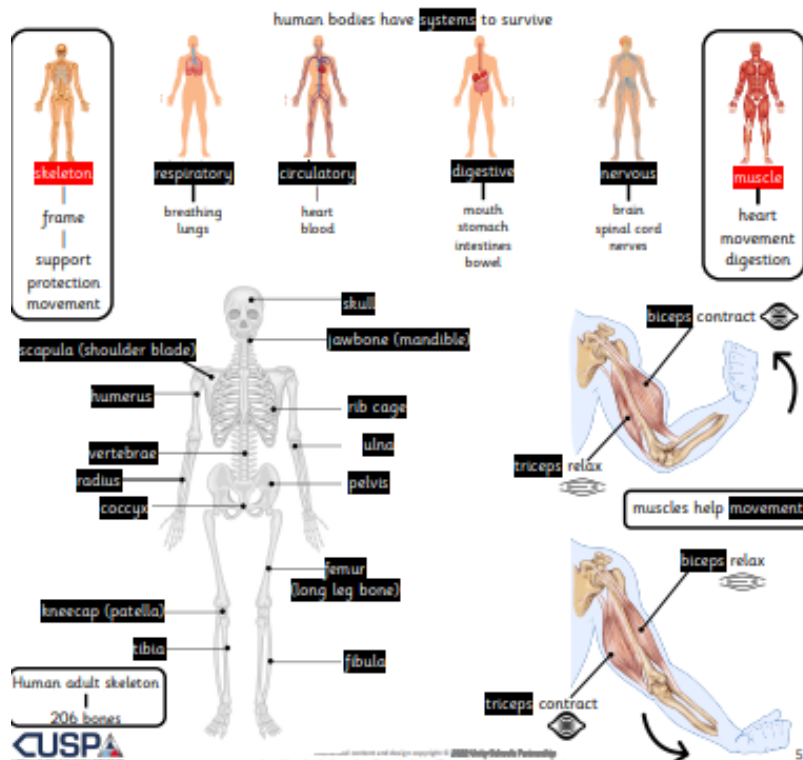
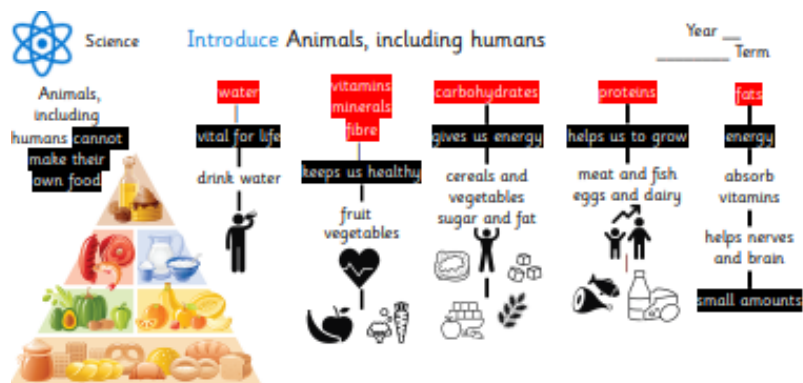
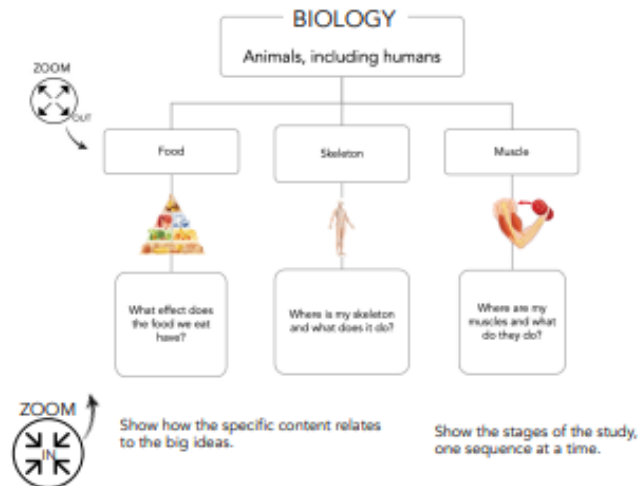


Written during Christmas 1822 by Clement Clarke Moore for his six children, *The Night Before Christmas* is a poem which tells the story of how, whilst all the family sleeps, a father witnesses a visit from St. Nicholas. The father watches as St. Nicholas fills the waiting stockings with presents and, with a conspiratorial glance exchanged between them, leaves as he entered, via the chimney. The poem is written in rhyming couplets, giving it a rhythmic and melodious quality. Not surprisingly, the poem has been set to music many times and has been recorded by a number of artists.

Science - Rocks



Science – Animals, including Humans



Music

Pupils will be able to:

- copy back a melodic line
- recognise changes in pitch



Prior Learning

- maintain their own part in a group ensemble.

Summary of key learning:

In this block, pupils will learn about texture in music through singing rounds and canons. They will explore how two or more groups combining different melodic lines at the same time builds harmony and texture. Pupils will reinforce their understanding of rhythm and pulse by tapping out the rhythms of the songs they are learning and will further extend their understanding of pitch as they engage in learning new songs through the 'copy back' approach.

Key pieces:

Pupils will listen to *Orford Lighthouse* by composer and performer Zoe Dixon. This will provide a reference point for pupils' understanding of the terms round and canon. The piece is structured as two verses, each with a different melody. The song is heard first in unison before being sung as a canon. Zoe Dixon is a young composer who is completely visually impaired. This inspirational composer and performer plays the piano and pipe organ and reads musical notation through Braille. This song is freely available on the *Friday Afternoons* website.

Resources:

[Orford Lighthouse by Zoe Dixon](http://fridayafternoonsmusic.co.uk) – Friday Afternoons Project (fridayafternoonsmusic.co.uk)

Becoming a musician

| Pitch | Duration | Rhythm and pulse | Tempo and dynamics | Timbre | Texture | Structure |
|---------------------|--|--|---|--|----------------------------------|-------------------------------|
| High and low sounds | The length of sounds – how long they are sustained for | Pulse – the steady beat Rhythm – patterns that happen over the beat | Tempo – the speed of the music Dynamics – how loud or quiet music is | The sound quality of certain instruments | Layers of sound working together | How a piece of music is built |

Pupils will be able to:

- clap along to the rhythm of a composition
- record rhythms pictorially



Prior Learning

- maintain a beat when playing as part of an ensemble.

Summary of key learning:

Pupils will explore rhythm and pulse through songs, rhymes and chants, building on work from Key Stage One. Pupils are introduced to the term time signature and learn that music is written in bars. The time signature tells the musician how many beats in a bar there are. Pupils will be introduced to the standard musical notations used to represent rhythms and will engage with performing and notating simple rhythms using this standard notation. Throughout the unit pupils will learn and perform rhythms, layering and combining them in more than one part. Pupils will use body and untuned percussion instruments in their performances of songs and rhythms.

Key pieces:

The Blue Danube by Johann Strauss II
Radetzky March by Johann Strauss I

Resources:








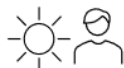

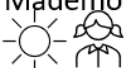


















Untuned percussion instruments
 Plastic cups
 Rhythm grids
 2/4 rhythm sheet
 3/4 rhythm sheet
 4/4 rhythm sheet
 Complete the bar activity sheet
[Slap clap clap | Sing Up](#)

Becoming a musician

| Pitch | Duration | Rhythm and pulse | Tempo and dynamics | Timbre | Texture | Structure |
|---------------------|--|--|---|--|----------------------------------|-------------------------------|
| High and low sounds | The length of sounds – how long they are sustained for | Pulse – the steady beat Rhythm – patterns that happen over the beat | Tempo – the speed of the music Dynamics – how loud or quiet music is | The sound quality of certain instruments | Layers of sound working together | How a piece of music is built |





























French – Greetings and the Classroom

| Pupils will know ... | Pupils will be able to ... |
|--|--|
| <ul style="list-style-type: none"> • how to greet people • how to say colours • some classroom objects. | <ul style="list-style-type: none"> • use and respond to greetings • greet people according to who they are and the time of the day • name classroom objects • describe nouns using colour adjectives • respond to instructions. |

| Greetings | Greeting people | Instructions | Colours | Classroom nouns |
|--|--|--|--|--|
| bonjour  bonsoir  non  salut  coucou  au revoir  à bientôt  | bonjour Monsieur  bonjour Madame  bonjour Mademoiselle  | écrivez  répétez  écoutez  lisez  regardez  | bleu  blanc  rouge  vert  Orange  | une table  une chaise  une fenêtre  une porte  une gomme  un stylo  un cahier  un crayon  |

French – Numbers, colours and emotions

| Pupils will know ... | Pupils will be able to ... |
|--|--|
| <ul style="list-style-type: none"> • how to count up to 10 • primary colours • words to describe their emotions | <ul style="list-style-type: none"> • spell numbers correctly • read written numbers • recite numbers up to 10 • recognise primary colours • name seven colours • identify positive and negative emotions • describe how they feel |

| Les nombres | Couleurs | Émotions |
|-------------|--|--|
| un 1 | bleu  | je suis  |
| deux 2 | blanc  | Je suis content. (masculine)   |
| trois 3 | rouge  | Je suis contente. (feminine)   |
| quatre 4 | vert  | Je suis calme.   |
| cinq 5 | orange  | Je suis terrifié.   |
| six 6 | jaune  | Je suis triste.   |
| sept 7 | noir  | Je suis heureux. (masculine)   |
| huit 8 | | Je suis heureuse. (feminine)   |
| neuf 9 | | Je suis en colère.   |
| dix 10 | | Ça va.   |
| | | Ça ne va pas.   |

Art and Design – Drawing and Painting

| Lesson 1 | Lesson 2 | Lesson 3 |
|------------------------------------|--|---|
| Invent marks and repeat for effect | Combine drawing and resist Mix colours and combine shapes and marks | Respond imaginatively to a story or poem about an invented creature |



| At the end of this block, pupils will ... | |
|--|--|
| Know: | Be able to: |
| There are lines and patterns in natural objects A range of effects can be made with paint | Identify lines and patterns in nature (rocks and fossils) Use a range of specific painting techniques |

In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.

| CUSP Art Long-term sequence | Block A | Block B | Block C | Block D | Block E | Block F |
|-----------------------------|--------------------|--------------------|------------------------|--------------------|----------|-------------------|
| Year 1 | Drawing | Painting | Printmaking | Textiles | 3D | Collage |
| Year 2 | Drawing | Painting | Printmaking | Textiles & Collage | 3D | Creative Response |
| Year 3 | Drawing & Painting | Printmaking | Textiles & Collage | 3D | Painting | Creative Response |
| Year 4 | Drawing | Painting | Printmaking & Textiles | 3D & Collage | Painting | Creative Response |
| Year 5 | Drawing & Painting | Printmaking | Textiles & Collage | 3D | Painting | Creative Response |
| Year 6 | Drawing | Painting & Collage | Printmaking & Textiles | 3D | Painting | Creative Response |

Pupils will be able to:

- explore mark making using a range of tools and media
- use different brushstrokes to make a variety of marks

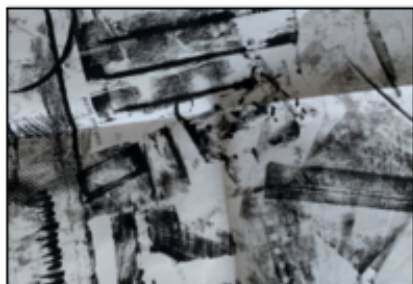


Prior Learning

- combine the visual and tactile quality of paint
- talk about their work and that of others using appropriate vocabulary

Art and Design – Printmaking

| Lesson 1 | Lesson 2 | Lesson 3 |
|---|---------------------------------|---|
| Exploration of printing tools and materials | Explicit teaching of techniques | Application of knowledge and techniques |



Teachers should click [here](#) to show pupils *Land and Sea, Past and Present* (2019) by Neil Bousfield.

| At the end of this block, pupils will ... | |
|---|---|
| Know: | Be able to: |
| How to use a printing slab and roller | Make a variety of printed marks including: <ul style="list-style-type: none"> • monoprinting • block printing |
| How to create different printing blocks | |

In this block, pupils will explore the range of marks that can be made through printing. They will make their own printing blocks and print on different surfaces.

| CUSP Art Long-term sequence | Block A | Block B | Block C | Block D | Block E | Block F |
|-----------------------------|--------------------|--------------------|------------------------|--------------------|----------|-------------------|
| Year 1 | Drawing | Painting | Printmaking | Textiles | 3D | Collage |
| Year 2 | Drawing | Painting | Printmaking | Textiles & Collage | 3D | Creative Response |
| Year 3 | Drawing & Painting | Printmaking | Textiles & Collage | 3D | Painting | Creative Response |
| Year 4 | Drawing | Painting | Printmaking & Textiles | 3D & Collage | Painting | Creative Response |
| Year 5 | Drawing & Painting | Printmaking | Textiles & Collage | 3D | Painting | Creative Response |
| Year 6 | Drawing | Painting & Collage | Printmaking & Textiles | 3D | Painting | Creative Response |

Pupils be able to:

- explore relief printing
- experiment with printing with found objects



- investigate the effect of printing on different surfaces
- make stencils which generate both positive and negative stencil prints

Design and Technology - Textiles

| Lesson 1 | Lesson 2 | Lesson 3 |
|--|---|--|
| Identification of the problem Exploring materials | Explicit teaching of skills relating to the brief | Application of skills Evaluation and adaptation |

| At the end of this block, pupils will ... | |
|---|--|
| Know: | Be able to: |
| Fabric can be stiffened | Select and apply solutions to stiffen fabric |
| Stiffened fabric can hold a form | Make a box using stiffened fabric |



Frei Otto Retrospective
by Gisela Stromeyer Designs



Gisela Stromeyer

In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.

| CUSP Design & Technology Long term sequence | Block A | Block B | Block C | Block D | Block E | Block F |
|---|--------------------|--------------------|--------------------|-------------------------|--------------------|--------------------|
| Year 1 | Mechanisms | Structures | Food and Nutrition | Understanding Materials | Textiles | Food and Nutrition |
| Year 2 | Textiles | Food and Nutrition | Mechanisms | Understanding Materials | Food and Nutrition | Structures |
| Year 3 | Textiles | Food and Nutrition | Mechanisms | Food and Nutrition | Systems | Structures |
| Year 4 | Food and Nutrition | Mechanisms | Textiles | Structures | Electrical Systems | Food and Nutrition |
| Year 5 | Food and Nutrition | Systems | Textiles | Mechanisms | Structures | Food and Nutrition |
| Year 6 | Food and Nutrition | Mechanisms | Food and Nutrition | Structures | Electrical Systems | Textiles |

Pupils will be able to:

- use a template to cut shapes accurately from fabric
- fold and attach fabric to a paper template accurately



Prior Learning

- mould and manipulate paper to create 3D forms
- use a range of methods to join materials

Design and Technology – Food and Nutrition

| Lesson 1 | Lesson 2 | Lesson 3 |
|---|---|---|
| Exploring nutrition | Exploring the healing qualities of food | Exploring the sensory qualities of food |
| Explicit teaching of culinary skills and techniques | Applying knowledge | Explicit teaching of culinary skills and techniques |
| Evaluating outcomes | Modifying and improving | Evaluating outcomes |

| At the end of this block, pupils will ... | |
|---|---|
| Know: | Be able to: |
| What is meant by the term balanced | Make a fruit and yoghurt dessert |
| Why fresh foods are better | Make homemade chips |
| | Flavour foods to increase their sensory qualities |

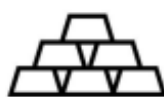
| | | |
|---|---|---|
|  |  |  |
| <i>Fruity yoghurt</i> | <i>DIY popcorn</i> | <i>Homemade chips</i> |

In this block, pupils will consider what a balanced diet is. They will make three products that are often bought pre-made or highly processed.

| CUSP Design & Technology Long term sequence | Block A | Block B | Block C | Block D | Block E | Block F |
|---|--------------------|--------------------|--------------------|-------------------------|--------------------|--------------------|
| Year 1 | Mechanisms | Structures | Food and Nutrition | Understanding Materials | Textiles | Food and Nutrition |
| Year 2 | Textiles | Food and Nutrition | Mechanisms | Understanding Materials | Food and Nutrition | Structures |
| Year 3 | Textiles | Food and Nutrition | Mechanisms | Food and Nutrition | Systems | Structures |
| Year 4 | Food and Nutrition | Mechanisms | Textiles | Structures | Electrical Systems | Food and Nutrition |
| Year 5 | Food and Nutrition | Systems | Textiles | Mechanisms | Structures | Food and Nutrition |
| Year 6 | Food and Nutrition | Mechanisms | Food and Nutrition | Structures | Electrical Systems | Textiles |

Pupils will be able to:

- use knife skills with increasing confidence and accuracy
- identify examples of processed food



Prior Learning

- identify some key nutrients found in fresh food
- know the importance of fibre and carbohydrates in a balanced diet

Geography – Fieldwork and Map Skills

GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

LOCATION

where a place is found

PLACE

The study of what a location is like by looking at the human and physical features.

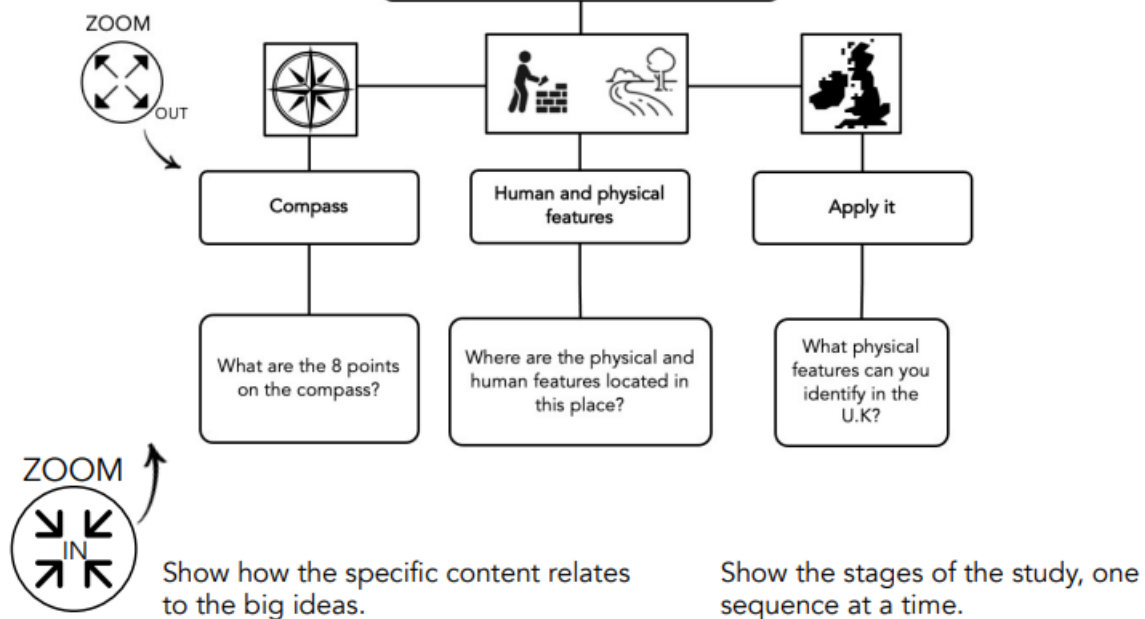
PHYSICAL FEATURES

The natural environment
Shaped by nature

HUMAN FEATURES

The built environment
Made by humans

PLACE LOCATION PHYSICAL and HUMAN features Map and fieldwork skills

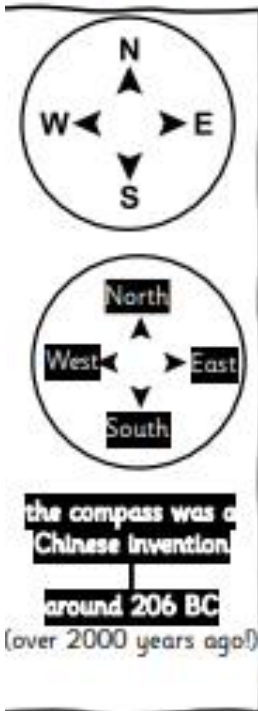
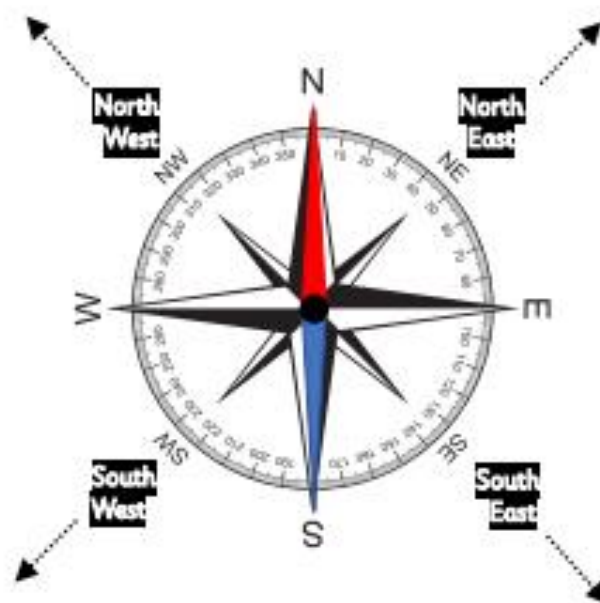


**cardinal**

essential

cardinal

compass points

'essential' compass
points'**magnetic needle**attracted by the
Earth's magnetone end of the needle
always points towards
the **North Pole****direction**we can give
accurate directionsusing the points between North,
South, East and Westfor example
north-east**inter + cardinal**

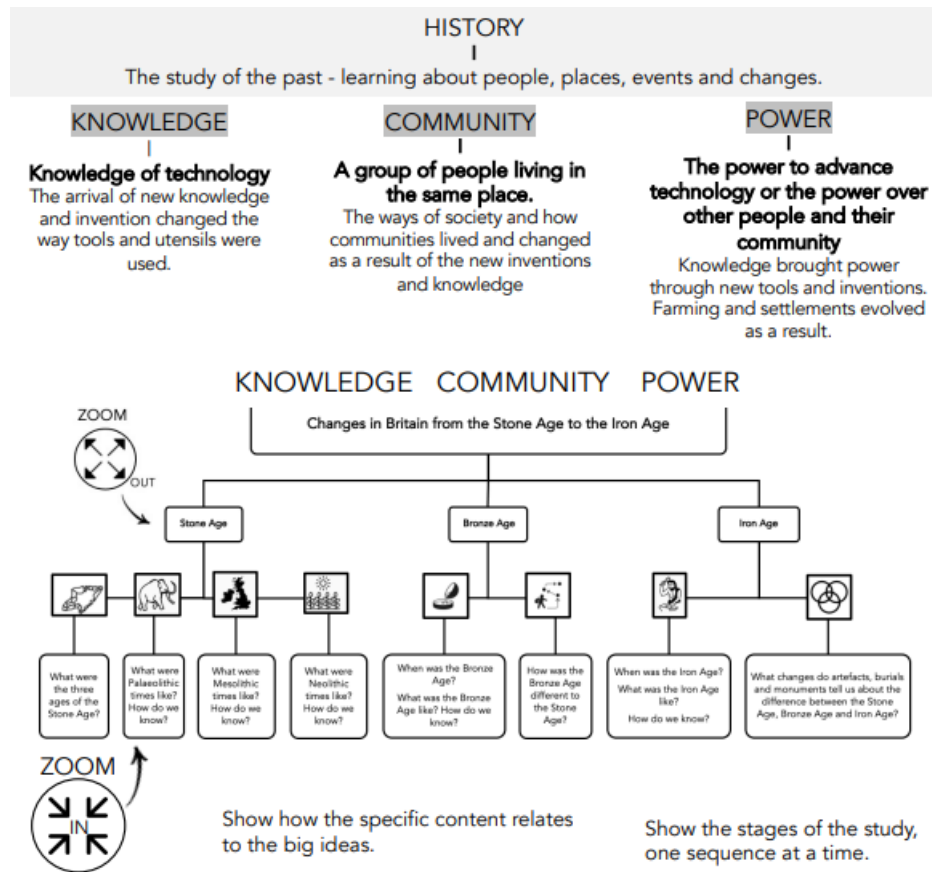
between + essential

intercardinal

compass points

'between the essential'
compass points
north - east
south - east
south - west
north - west
get your bearings**sunrise**as the Earth rotates on
its axis the sun appears
to rise in the **east****get your bearings****sunset**as the Earth rotates on
its axis the sun appears
to set in the **west****north** always points to the top of
the **Ordnance Survey** map

History – Changes in Britain from the Stone Age to the Iron Age



Previous learning: **Curriculum Narrative**



Year 1
Within living memory
Significant individuals

Year 2
Beyond living memory
Significant events, local and national

Year 2
Significant events, local and national



INTRODUCE Changes in Britain from the Stone Age to the Iron Age

Year ____
Term ____



These periods of time are known as **prehistory**

Only objects, burials and monuments tell us about life at that time



Mesolithic Britain

MIDDLE STONE AGE

Hunting and gathering became more sophisticated and communities are thought to have started to become established.

Palaeolithic Britain

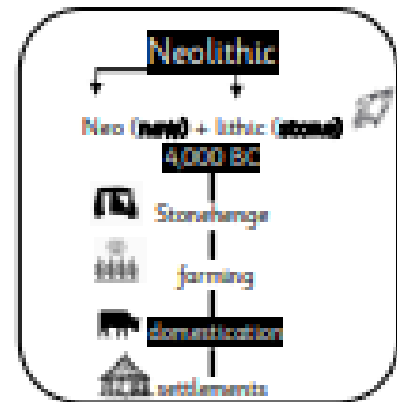
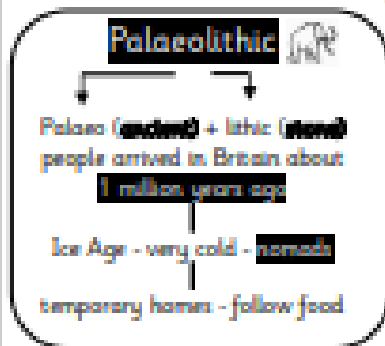
ANCIENT STONE AGE

Neanderthals and modern humans used ancient tools to survive the Ice Age.

Neolithic Britain

NEW STONE AGE

New Stone Age: from the start of farming and domestication of animals, to the first use of metal.



technology



stone tools

flint knapping



people

- Neanderthals
- Homo sapiens (us)
- Small groups of people
- Cheddar man



places

- Cresswell Crags
- Skara Brae
- Stonehenge



Neolithic burials in large tombs - long barrows

Neolithic burials in large tombs - long barrows

cave art

It is called the **Stone Age** because people used stones as their tools.