Class 3 Autumn 1 2022 – Essential Knowledge

Geography – Plastic Pollution - By the end of this unit what should children know?
Pupils should know the life cycle of plastic production and decomposition and the impact on the environment.
Pupils should know the structure of landfill sites.
Pupils should know how to use maps to identify landfill and waste reclamation sites in Derbyshire.
Pupils should know the difference between renewable and non-renewable energy sources and sustainability methods.
Vocabulary – landfill, decomposition, sustainability, renewable energy, non-renewable energy, biomass,

Science – Electricity - By the end of this unit what should children know?
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.
Vocabulary – buzzer, switch, wire, circuit, amp, volts, current, motor, lamp, battery, cell, investigation, prediction, conclusion, testing, fair, variables.

Year 6 Maths - By the end of this unit what should children know?
Number and place Value – Read, write, order and compare numbers to 10,000,000 – Round any whole number to required degree – Use negative number sin context – Solve number and practical problems.
Addition, Subtraction, Multiplication and Division - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - Perform mental calculations, including with mixed operations and large numbers.
Vocabulary - place value, place value holder, negative number, sequence, carry, exchange, rounding, estimate,

Year 5 Maths - By the end of this unit what should children know?
Number and place Value - Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit - Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 - Solve number problems and practical problems that involve all of the above - Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
Addition and Subtraction - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - Add and subtract numbers mentally with increasingly large numbers - Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Vocabulary – place value, place value holder, negative number, sequence, carry, exchange, rounding, estimate,

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Music – How does music bring us together? - By the end of this unit what should children know?
Improvise: using the notes C, D, E, F, G, A, B.
Listening – Children discuss the power of the songs and explore its musical style and its performers. Children will embed a deeper understanding of the musical concepts related to the song and find an understanding and/or connection to the song or music – Do what you want to, It's all about love, Sunshine on a Rainy Day – Songs covered.
Performing – using the glockenspiels in 2 parts with the notes – Song 1 – C, D, E,F,G Song 2 – G, A,B,D,E,F# Song 3 – D,E,F#,A,B.
Vocabulary – adagio, crochet, sharps, flats, minims, quavers, semiquavers

English –- Holes by Louis Sachar - By the end of this unit what should children know?
Formal and Informal letter writing.
Use of Speech to move action forwards in narrative.
Narrative description and innovation.
Vocabulary – persuasion, formal/informal, fiction, non-fiction, descriptive, innovation, direct/indirect speech, inverted commas, subjunctive.

French – Getting to Know You - By the end of this unit what should children know?
I can use simple future tense.
I can respond appropriately to what someone says.
I can use the near future tense.
Describe emotions in French.

RE – What does in mean to be a Muslim in Britain today? - By the end of this unit what should children know?
Make connections between Muslims practice of 5 pillars and their beliefs about God and the Prophet Muhammad.
Describe and reflect on the significance of the Holy Qur'an to Muslims.
Describe the forms of guidance a Muslim uses and compare them to what they have experienced.
Make connections between the key functions of the mosque and the beliefs of Muslims.
Vocabulary – Islam, Islamic, Muslim, Qur'an, mosque, prayer

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PHSE – Being Me in My World - By the end of this unit what should children know?
Learn to face new challenges positively and know how to set personal goals.
Understand own rights as a child and responsibilities as a citizen of the country.
Understand how to make choices about own behaviours and the rewards and consequences which might happen.
Understand how democracy and having a voice benefits the school community.
Vocabulary – responsibility, democracy, individual, cause, consequence, challenges, goals, choices, impact.

Morley Away Curriculum - By the end of this unit what should children know?
Impact of celebrating Black History month on us and the different communities in Britain and the world.
Morley Hayes – Sustainability trip.
Hathersage – map reading and supporting and leading others while on residential.
Vocabulary – management, business, sustainability, local, locality, leadership.

Leaders of the Future - By the end of this unit what should children know?
Understand the rights of people and using this to write formal letters regarding segregation and equal rights.
Understanding and exploring how local business operate sustainably and how they can have an impact at home.
Hathersage –supporting and leading others while on residential – taking on roles in the centre to support and guide each other.
Vocabulary – leadership, support, fieldwork.

Art –Project Life Jacket & Banksy - By the end of this unit what should children know?
Understand the meaning behind Project Life Jacket, to see people not refugees but people with jobs, hobbies and dreams.
To design a life jacket with objects that are important to them. Discuss and sketch things that are important to them, what would they miss and why?
Discuss emotions, show empathy and share stories of refugees as a whole class. To compare their own lives to that of refugees.
Vocabulary – persecution, asylum-seekers, perilous, hostile, refuge, famine, crisis, conflict
To understand that art can have both meaning and message. Discuss the meaning behind some of Banksy's work.
To understand the work of Banksy, what techniques he uses – stencil, spray paint. Why he mainly uses these methods.
Purpose of street art – to achieve a wider audience, by being anonymously in the public eye by creating murals about controversial subjects.
To use Banksy's refugee painting to gain ideas to create their own style to include colour, light and texture.
Vocabulary - graffiti, illegal, controversial, vandal, anonymous, pseudonym.