Class 3 Autumn 2 2022 – Essential Knowledge

Geography – Refugees - By the end of this unit what should children know?
Pupils should be able to explain the difference between refugees, IDP's asylum seekers and migrants.
Pupils should be able to explain why people might become refugees, IDP's or asylum seekers and the rights of these people.
Pupils should know how to use maps to identify countries where refugees start and the journey, they take to Derbyshire.
Pupils should be able to explain why Jesus was both a refugee and IDP at a young age.
Vocabulary – refugee, asylum seeker, persecution, famine, natural disaster, Internally Displaced Person, migrant

Science – Properties and Changes in Materials - By the end of this unit what should children know?
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - demonstrate that dissolving, mixing and changes of state are reversible changes.
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
Vocabulary – solid, liquid, gas, thermal, reversible, non-reversible, filtering, sieving, separating, substance, state

Year 6 Maths - By the end of this unit what should children know?
Addition, Subtraction, Multiplication and Division - Identify common factors, common multiples and prime numbers – use their knowledge of the order of operations to carry out calculations involving the 4 operations - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving addition, subtraction, multiplication and division - use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Fractions - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fractions, including fractions >1 - add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Fractions - Multiply simple pairs of proper fractions, writing the answer in its simplest form - divide proper fractions by whole numbers - associate a fraction with division and calculate decimal fraction equivalents for a simple fraction - multiply one-digit numbers with up to 2 decimal places by whole numbers - use written division methods in cases where the answer has up to 2 decimal places - solve problems which require answers to be rounded to specified degrees of accuracy - recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Vocabulary - fraction bar, denominator, numerator, unit fraction, non-unit fraction, fraction, division, divisor, dividend, multiplication

Class 3 Autumn 2 2022 – Essential Knowledge

Year 5 Maths - By the end of this unit what should children know?
Multiplication and Division - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 - recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) - solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions - Compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - add and subtract fractions with the same denominator and denominators that are multiples of the same number
Vocabulary – fraction bar, denominator, numerator, unit fraction, non-unit fraction, fraction, division, divisor, dividend, multiplication

Music – Understanding structure and form- 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 – My best friend, Singing swinging star, Roll Alabama.
Performing – using the glockenspiels in 2 parts with the notes – Song 1 – C, D, E,F,G,A,B Song 2 – G, A,Bb,D,E,F# Song 3 – Bb,C,D,Eb,F,G,A.
Vocabulary - adagio, crochet, sharps, flats, minims, quavers, semiquavers, dotted crotchet, major, key signature

English – Skellig – David Almond - By the end of this unit what should children know?
Non- Chronological report features and formal writing – third person formal.
Character description.
Diary extract – first person informal.
Vocabulary – subheading, heading, bullet points, fiction, non-fiction, formal, informal, rhetorical

French – All about ourselves - By the end of this unit what should children know?
I can name the parts of the body.
I can use adjectives to describe features.
I can use verb 'porter' to describe what someone is wearing.
Use French adjectives to describe feelings.

RE – What difference does it make to believe in Ahimsa, Grace and Ummah? - By the end of this unit what should children know?
Make connections between beliefs and behaviour in different religions.
Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
Consider similarities and differences between belief and behaviour in different faiths.
Vocabulary – Ahimsa, grace, Ummah, charity, faith, belief, wisdom

Class 3 Autumn 2 2022 – Essential Knowledge

PHSE – Celebrating Differences- By the end of this unit what should children know?
I understand that cultural differences sometimes cause conflict.
I understand what racism is.
I understand how rumour-spreading and name-calling can be bullying behaviours - I can explain the difference between direct and indirect types of bullying.
I can compare my life with people in the developing world - I can understand a different culture from my own.
Vocabulary – celebrating, racism, cultures, differences, bullying, segregation, limitations, impact

Morley Away Curriculum - By the end of this unit what should children know?
Warning Zone – learning about dangers in the environment and how to stay safe.
Breadsall Priory – learnt about the history of the priory and how Erasmus Darwin lived there – linked to our book Skellig which talked a lot about Charles Darwin and his theory of evolution.
Broomfield house trip.
Vocabulary – leadership, team work, community

Leaders of the Future - By the end of this unit what should children know?
Broomfield house trip – learning to be leaders of the younger children in the houses.
Warning Zone – learning about dangers in the environment and how to stay safe.
Vocabulary – dangers, anticipation, impact, leadership, community, environment,

DT – Gingerbread Houses– By the end of this unit what should children know?
How to research and develop a design criterion to create a proportional product (gingerbread house) looking at resource, recipes and ingredients needed.
Design, develop, model and communicate their ideas through discussion, labelled sketches, accurate templates and prototypes.
Select from a range of tools and equipment to perform practical tasks, weighing, cutting, kneading, joining, finishing accurately.
Evaluate their finished product against the design criteria and consider the views of others to improve their work.
Vocabulary – tradition, template, prototypes, design criteria, sketch, construct, recipe, knead, mix, roll-out, shape, dough