Class 3 Spring 1 2023 Essential Knowledge

History – Ancient Greeks - By the end of this unit what should children know?
Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement
Pupils should know that Ancient Greeks believed in a number of Gods
Pupils should know that the Ancient Greeks were an advanced civilization that has a legacy still felt today
Pupils should be able to name some famous Ancient Greeks and why they are well known/important today
Vocabulary – Athens, city state, civilization, democracy, legacy, myth, Olympics, philosopher, Sparta

Science – Forces - By the end of this unit what should children know?
That unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
Vocabulary - force, pulley, lever, mechanism, resistance, gravity, friction, balanced, surface

Year 6 Maths - By the end of this unit what should children know?
Link between fractions, percentages and decimals. Knowing 1/5, 1/8 and with multiple denominators.
Algebra Use simple formulae • Generate and describe linear number sequences
Decimals Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
Vocabulary

Year 5 Maths - By the end of this unit what should children know?
Multiplication and Division • Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers
Fractions - Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
Vocabulary - array, formal multiplication, exchange, factor, denominator, numerator, improper fraction

Music - - By the end of this unit what should children know?
Compose: using the notes C, D, E, F, G, A, B, C
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
To develop children's repertoire of songs based on Young Voices
Performing – using the glockenspiels in 2 parts with the notes D, E, F, G, A
Vocabulary – pitch, treble clef, ledger lines, repertoire,

English –- By the end of this unit what should children know?
Identify poetic structures.
Use and identify assonance and consonance
Apply ***and blend*** a use of language techniques for effect: alliteration, personification, Expanded noun phrases, rich language, fronted adverbials.
Vocabulary – billow, linger, bough, sap, language associated with the natural world

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Latin – Meet the Family – Food Glorious Food
Understand key nouns – mother, father, son, daughter, servant, cat, mouse
Understand key adjectives – tired, beautiful, messy, dirty
Know the relationship between masculine or feminine word endings in relation to nouns and adjectives.
Know the Latin for 6 animals and a range of simple adjectives

RE – Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious (Humanists))- By the end of this unit what should children know?
Describe and make connections between examples of religious creativity (buildings and art)
Show understanding of the value of sacred buildings and art
Suggest reasons why some believers see generosity and charity as more important than buildings and art
Apply ideas about values and from scriptures to the title question
Vocabulary - architecture, artist, generosity, creativity, worship, sacred

PHSE – Dreams & Goals - By the end of this unit what should children know?
To set personal goals and work out the steps needed to motivate myself and reach these goals.
To describe some ways in which I can work with other people to help make the world a better place.
To know what some people in my class like or admire about me and can accept their praise.
Vocabulary – aspiration, goal, motivate, empathise, praise, acceptance, achievements, suffering

Morley Away Curriculum - By the end of this unit what should children know?
To perform at Young Voices at Sheffield Arena.

Leaders of the Future - By the end of this unit what should children know?
To step out of their comfort zone to **perform** their poetry to a wider audience.
To understand how we can work with other people to help make the world a better place.

Art –- By the end of this unit what should children know?
Know what analogous colours are and where they sit on the colour wheel.
Create a monochromatic colour wheel by using black and white to shade and tone one primary colour. Explain definition of monochromatic colours.
Use colour to express mood.
Experiment and explore texture in colour and why it is important to use texture in art and how it influences our moods and emotions.
Vocabulary - Analogous colours, monochromatic colours, hue, contrast, dominant, tone, tint, shade, value, texture.

Computing –- By the end of this unit what should children know?
To understand the predict-> test -> review cycle and why it's important.
To identify and fix bugs in given algorithms.
To use evaluations to inform planning and creation of our own code & algorithms.
Vocabulary - Code, algorithm, command, program, loop, variable, evaluate, bugs

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