Class 3 Spring 2 2022 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 – Classification - By the end of this unit what should children know?
Pupils should know how micro-organisms, plants and animals are classified into broad groups according to common observable characteristics and based on similarities and differences.
Pupils should be able to give reasons for classifying plants and animals based on specific characteristics
Vocabulary – Classify, taxonomy, Kingdom, Phylum, Class, Order, Family, Genus, Species, Similarities, Differences, Sort, Micro-organism, Eukaryote

Year 6 Maths - By the end of this unit what should children know?
Algebra - use simple formulae; generate and describe linear number sequences; express missing number problems algebraically; find pairs of numbers that satisfy an equation with two unknowns; enumerate possibilities of combinations of 2 variables.
Measurement – Convert between miles and km. Convert between metric measures.
Recognise formulae for area and volume of shapes.
Vocabulary - Formulae, volume, equation, miles, imperial, algebra

Year 5 Maths - By the end of this unit what should children know?
Decimals • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order and compare numbers with up to 3 decimal places. • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
Perimeter & Area • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.

English –- By the end of this unit what should children know?
Grammar SATS Revision: Identify active and passive sentences. Identify Subject, Object, Verb within a sentence. Identify subordinate and relative clauses. Use and identify apostrophes for contractions and possession. Use and apply formal and informal language. Determiners.
Suspense writing techniques.
Creating atmosphere within narrative writing

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Music - By the end of this unit what should children know?
To be able to use music technology to record and orchestrate a piece of music.
To further build class repertoire of songs in unison, two part and four-part rounds
To understand all areas of the orchestra and identify specific instruments within the instrument families.
To be able to use the Kodaly rhythm system to sight-read rhythmic patterns in 1, 2, and 4 bar phrases

English –- By the end of this unit what should children know?
Grammar SATS Revision: Identify active and passive sentences. Identify Subject, Object, Verb within a sentence. Identify subordinate and relative clauses. Use and identify apostrophes for contractions and possession. Use and apply formal and informal language. Determiners.
Suspense writing techniques.
Creating atmosphere within narrative writing

Latin – Work, Work, Work – The Best Days of Your Life – By the end of this unit what should children know?
Understand verb endings for I, he/she, they, we: scribit, scribe, scribis, scribunt
Develop language of verbs: facis, scribo, spectat, purgo, lego, verro
To use etymology to link English and Latin words:
Apply language learnt in Spring 1 to translate new chapters using this retained language.

PHSE – Healthy Me - By the end of this unit what should children know?
Children should know how to take responsibility for their health and make choices that benefit their health and well-being
Children should know about different types of drugs and their uses and their effects on the body particularly the liver and heart and that some people can be exploited and made to do things that are against the law
Children should understand what it means to be emotionally well and explore people's attitudes towards mental health/illness
Children should be able to recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse
Vocabulary – Responsibility, choice, motivation, exploitation, vulnerable, pressure, stress, triggers, strategies

Morley Away Curriculum
Locality - To understand a range of local places of worship.
To understand the Easter Christian Story through visits to the local church
Science Week – to become a scientist for the day at SureScreen Forensics Science laboratory

Leaders of the Future
To support younger children in the school when walking between places of worship in Derby.
To consider careers as a scientist during British Science Week.

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Art –- By the end of this unit what should children know?
How to sketch proportion and scale in movement
Why Greek pottery is significant
What Greek vases were used for and how were they made
How to create a proportioned Greek vase using Modroc to make a replica design
Vocabulary - Ceramics, terracotta, sculptor, urn, kiln, proportional, scale, movement

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

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