Class 3 Summer 2 2023 Essential Knowledge
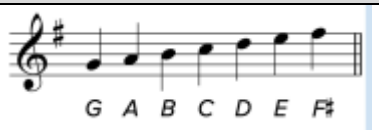
History – Crime & Punishment - By the end of this unit what should children know?
That justice through the ages depended on different social, economic, religious, and political factors.
The different deterrents throughout the ages (fear of consequences, humiliation, transportation, exile, dismemberment)
The changes and continuities in nature of crime & punishment moving through the 2nd millennium.
The reasons people choose, and historically have chosen, to commit crimes and the reasons behind the severity and nature of punishments handed out throughout history.
The 18th century saw an introduction of 'Bloody Code' with public and harsh punishment for often trivial crimes and the use of capital punishment.
How to raise enquiries and explain thinking based on information provided on crime rates.
Have an informed opinion on the most 'effective' era in crime and punishment from the past 1000 years based on information and evidence from history.
Vocabulary – crime, punishment, poverty, theft, parliament, class, deterrent, outlaw, justice, exile, pillory, humiliation, bloody code, transportation, vagrant, capital offence, highwayman

Science – Animals Including Humans - By the end of this unit what should children know?
How to describe the changes as humans develop to old age.
To understand the different stages in the growth and development of humans. Particularly focusing on the changes experienced in puberty. (Strong link to PSHE unit)
Vocabulary – gestation, development, puberty, adolescent, foetus, embryo, youth, adult, mature, womb, fertilisation, egg, sperm

Year 6 Maths - By the end of this unit what should children know?
To develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
To apply their mathematical knowledge in science, geography, computing and other subjects.

Year 5 Maths - By the end of this unit what should children know?
How to use decimals to multiply and divide by 10, 100 and 1000
How to interpret negative numbers in context, counting forward and backwards through zero
How to estimate volume and capacity (using blocks and water)
How to convert between different units of metric measure (mm, cm, m, km; ml, l; g, kg)
How to solve increasingly complex problems using all the above
Vocabulary – decimal, multiply, divide, negative, zero, litres, millilitres, cubed, pints, cm^3, mm, cm, m, km, ml, l, g, kg, volume, capacity

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Music - By the end of this unit what should children know?
Improvise with notes: 
Improvise with a 6/8-time signature.
Compose with notes: G, A, B, B♭, C, D♭, D, E, F.
Understand the style of the 3 focus songs and explain the musicality for these styles.
Y5- Notate composition with either staff or graphic notation with a focus on pitch. Y6 - Use staff notation to notate composition with increasing accuracy.
Y6 -Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do)

Latin – Chapter 7 – The Military Machine
To understand imperatives for: stop, leave it, look, don't touch, listen, pick up, carry, go forward, put down.
Develop vocabulary for – helmet, sword, javelin, shield, breastplate, dagger.
Use etymology based to link with English words.

English –- By the end of this unit what should children know?
To write legibly and fluently at speed and for the duration of an extended piece of independent writing
To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages
To use a wide range of devices to build cohesion within and across paragraphs
To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
To indicate grammatical and other features by using the full range of punctuation taught (including hyphens/commas to avoid ambiguity, brackets/dashes/commas for parenthesis)
To recognise vocabulary and structures that are appropriate for formal speech and writing
To use dialogue, punctuated correctly, to advance the action and create tension in a piece of writing.
To do all the above **independently and consistently**.

Computing –- By the end of this unit what should children know?
To have a series of works surrounding the advertisement industry.
To look at collaborations of different departments in the same company to make a rounded campaign.

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PHSE – Relationships - By the end of this unit what should children know?
To be aware of my own self-image and how my perception of my body fits in to that.
To understand how a girl's and boy's body changes during puberty and understand that puberty is a natural process than happens to everybody.
To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
To understand that sexual intercourse can lead to conception and that is how babies are usually made, but to also understand that sometimes people need IVF to help them have a baby.
To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
Vocabulary – conception, ejaculation, placenta, IVF, attraction, pressure, sexting, hormones, consent, making love, sexual intercourse, periods, menstruation, oestrogen, tampons, menstrual pads, contraception

Morley Away Curriculum - By the end of this unit what should children know?
Active Week & Sports Day – Rutland Leisure Centre, Ilkeston
Broomfield visit to consolidate learning on classification last term (science)
Richard Felix – Crime & Punishment morning at school, followed by Crime & Punishment tour of Derby City and Derby Jail.

Leaders of the Future - By the end of this unit what should children know?
Class 3 end of year production – performed at the Morley Retreat
Active Week & Sports Day – Rutland Leisure Centre, Ilkeston
Y6 - How can I be a leader when moving to secondary school

D&T –- By the end of this unit what should children know?
How to use research to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
How to apply their understanding of how to strengthen, stiffen and reinforce more complex structures
How to use mechanical and electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors)
How to apply their understanding of computing to program, monitor and control their products
Vocabulary - design, function, purpose, reinforce, mechanical, electrical, circuit, switch, bulb, buzzer, motor, program

RE – If God is everywhere, why go to a place of worship? By the end of this unit what should children know?
Which places are special and why.
What makes a place sacred.
Why people pray.
How different religions share similarities in how they feel about places of worship.
Vocabulary – Anglican, Baptist, Orthodox, Reform, Jewish, Synagogue, Hindu, Mandir