

## Packham class Curriculum map 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2	
English	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	See Nelson Academy Writing Scheme of Work.	
Maths Yr2/3/4/5/6)	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19	
Science Yr 3	Human Biology  CELLS  <u>Knowledge:</u>  All living things are made up of cells, too small to be seen without a microscope. ☐ Cells make up tissues. ☐ Tissues make up organs. ☐ Organs work in systems.		Magnetism  <u>Knowledge:</u> Magnetism was introduced in Year 1. Review and introduce new topics in Year 3, with greater emphasis on experimentation.	Simple Machines  V. SIMPLE MACHINES <u>Knowledge:</u>  Teachers: Examine with children how specific tools are made to perform specific jobs- for example,	Insects  <u>Knowledge:</u>  Insects can be helpful and harmful to people. <ul style="list-style-type: none"> <li>▪ Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects</li> </ul>		

	<p><b>THE DIGESTIVE SYSTEM</b></p> <p>Teachers: Explore with children what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste. Children should become familiar with the following:</p> <p>Salivary glands, taste buds Teeth: incisors, canines, premolars and molars Oesophagus, stomach, liver, small intestine, large intestine</p> <p><b>TAKING CARE OF YOUR BODY: A HEALTHY DIET</b></p> <p>The 'food pyramid' Vitamins and minerals</p>	<p>Magnetism demonstrates that there are forces we cannot see that act upon objects. Most magnets contain iron Lodestones: naturally occurring magnets Magnetic poles: north-seeking and south-seeking poles Magnetic field (strongest at the poles) Law of magnetic attraction: unlike poles attract, like poles repel. The Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole). Orienteering: use of a magnetised needle in a compass, which</p>	<p>hammers, screwdrivers, pliers, etc. Through observation and experimentation, examine with children how simple machines help make work easier, and how they are applied and combined in familiar tools and machines.</p> <p><b>SIMPLE MACHINES</b> Lever Pulley Wheel and axle ⊠ Gears: wheels with teeth and notches ⊠ How gears work and familiar uses (for example, in bicycles) Inclined plane Wedge Screw</p> <p><b>FRICTION, AND WAYS TO REDUCE</b></p>	<ul style="list-style-type: none"> <li>▪ Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting</li> </ul> <p>Distinguishing characteristics</p> <ul style="list-style-type: none"> <li>▪ Exoskeleton, chitin</li> <li>▪ Six legs and three body parts: head, thorax and abdomen</li> <li>▪ Most but not all insects have wings</li> </ul> <p>Life cycles: metamorphosis</p> <ul style="list-style-type: none"> <li>▪ Some insects look like miniature adults when born from eggs, and they moult to grow (for example: grasshopper, cricket)</li> <li>▪ Some insects go through distinct stages of egg, larva, pupa, adult (for example: butterflies, ants)</li> </ul> <p>Social Insects</p> <ul style="list-style-type: none"> <li>▪ Most insects live solitary lives, but some are social (for example: ants, honeybees, termites, wasps)</li> <li>▪ Ants: colonies</li> </ul>	
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		will always point to the north	<p>FRICTION (LUBRICANTS, ROLLERS, ETC.) VI. SCIENCE BIOGRAPHIES</p> <p>Archimedes (ancient Greek mathematician, physicist, engineer, inventor, and astronomer) [Cross-curricular link with History and Geography] Aristotle (Greek philosopher: wrote on physics, biology, logic, poetry, theatre, rhetoric, politics and ethics) Anton van Leeuwenhoek (invented the microscope) The Curie Family including Marie Curie (discovered radiation and two new elements)</p>		
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History	<p>Ancient Greece</p> <p><u><b>Knowledge:</b></u></p> <p>This ancient civilisation forms an important foundation of Western culture. Children will be encouraged to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today. Explanations of how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy</p> <p>Mediterranean Sea, Aegean Sea, Crete</p> <p>Become familiar with Sparta and its warrior culture</p> <p>Understand the importance of Athens as a city-state</p> <p>Athenian democracy</p>				<p>Elizabethans</p> <p><u><b>Knowledge:</b></u></p> <p>The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed to Catholicism. The focus is on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.</p> <p><b>ELIZABETH I (1558): FINAL TUDOR MONARCH</b></p> <p>Elizabethan Religious Settlement; uniting under moderate Protestant theology</p> <p>The Act of Supremacy (1559)</p> <p>Act of Uniformity (1558); new Book of Common Prayer.</p>		
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	<p>Marathon and Thermopylae</p> <p>Recognise the origin of the Olympic Games in Ancient Greece.</p> <p>Become familiar with Ancient Greek religion</p> <p>Worship of many gods and goddesses Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus</p> <p>Identify great thinkers from Ancient Greece Socrates, Plato, Aristotle</p>				<p>End of reformation; confirmation of Anglicanism as church of the state</p> <p><b>EARLY BRITISH NAVAL DOMINANCE</b></p> <p>Henry VIII created Royal Navy</p> <p>Strong Elizabethan Navy and privateers</p> <p>Spanish Armada</p> <p>Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I.</p> <p>English fireships attack the Spanish Armada, which was pursued around the British Isles.</p> <p>Many ships from the Spanish Armada wrecked near Ireland due to storms.</p> <p>Sir Francis Drake Circumnavigated the globe</p> <p>Atlantic privateering Sir Walter Raleigh</p> <p><b>CULTURE IN THE ELIZABETHAN ERA</b></p> <p>Shakespeare</p>		
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					<p>Birthplace in Stratford-upon-Avon</p> <p>The Globe Theatre in London</p> <p>Publication of Shakespeare's plays</p>		
Geography			<p>Local area</p> <p>Compass and maps</p> <p>Physical and Human Geography</p> <p><u>Knowledge:</u></p> <p><b>THE LOCAL AREA/COMMUNITY</b></p> <p>Pupils will learn to distinguish between the built and the natural environment. They will learn to distinguish between different types of services available in the community and the functions of different buildings and land. They will learn to identify different features of the landscape (which may lie outside of larger urban areas).</p>	<p>Geography of Asia</p> <p><u>Knowledge:</u></p> <p><b>GEOGRAPHY OF ASIA</b></p> <p>Pupils are introduced to Asia through the countries of India, China and Japan. They will learn where these countries are located and study their physical setting and culture.</p> <p>Learn that Asia is the largest continent, with the most populous countries in the world</p> <p>Himalayan mountain range includes some of the tallest mountains in the world. The tallest</p>		<p>Western Europe</p> <p><u>Knowledge:</u></p> <p><b>Terms:</b> temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language</p> <p><b>FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND</b></p> <p>Humid temperate/broadleaf forest and alpine climate/ecosystem</p> <p>Landscape</p> <p>Alps, central highlands, lowlands, Rivers (Rhine, Rhone, Seine, Danube)</p> <p>People and culture</p>	

			<p><b>Terms:</b> region, community</p> <p>Observe aerial/satellite photographs of the local area.</p> <p>Use these to identify settlements, physical features and points of interest.</p> <p>Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage)</p> <p>Discuss land-use types: parks, housing, industry, roads, farms.</p> <p>Draw a map of the school grounds using basic symbols and a key.</p> <p>Introduce scale: for example, fifty paces = 5 cm on a map.</p> <p>Identify different types of residence</p> <p>Apartments, terraced housing, detached houses</p> <p>Understand features of the natural environment</p>	<p>mountain is Mt. Everest.</p> <p>Locate the following countries:</p> <p>China</p> <p>India</p> <p>Japan</p>		<p>Germanic</p> <p>Protestant/Catholic Churches</p> <p>Classical music</p> <p>Mozart</p> <p>Vivaldi</p> <p>Famous artists</p> <p>Vincent van Gogh</p> <p>Claude Monet</p> <p>The European Union</p> <p>Origins, members, trade, migration</p> <p>European Parliament in Brussels</p> <p>Settlements</p> <p>Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels</p> <p>Economic activity</p> <p>Agriculture (cheese, wine, fruit and vegetables)</p> <p>Industry (cars)</p> <p>Services (tourism, restaurants, hotels)</p>	
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			Rivers, hills, coastline, vegetation, animals Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).				
R.E Yr2	Hinduism	Christianity Christmas  <b><u>Knowledge:</u></b>  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and	Sikhism  <b><u>Knowledge:</u></b>  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the	Christianity Easter  <b><u>Knowledge:</u></b>  Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of	All religions  <b><u>Knowledge:</u></b>  Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging	Christianity Prayer and worship  <b><u>Knowledge:</u></b>  Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference	



		<p>sources of wisdom and recognising the traditions from which they come. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>wisdom and recognising the traditions from which they come.</p>	<p>to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<p>belonging to a community might make. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	
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			<p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>				
P.E	<p>Cardio Drumming</p> <p><b><u>Knowledge:</u></b> Read and follow symbols for movements in a sequence. Build stamina and fitness. Move to music with co-ordination.</p> <p>Ball Skills</p> <p><b><u>Knowledge:</u></b> Choose, use and vary simple tactics for attacking and defending (e.g. positioning)</p>	<p>Dance</p> <p><b><u>Knowledge:</u></b> Experiment with actions, dynamics, directions and levels Remember and repeat dance phrases Translate ideas from a stimulus into movements. Show fluency and control in their movements. Choose appropriate movements to express an idea or feeling.</p>	<p>Gymnastics</p> <p><b><u>Knowledge:</u></b> Can execute positions and exercises from Body Management Level 1 and 2 Key-Steps Syllabus Devise, repeat and perform a short sequence with positions from Body Management level 1 and 2 Can safely set up, move and use equipment</p>	<p>Racket skills</p> <p><b><u>Knowledge:</u></b> Choose and use appropriate skills to complete mini games. Be able to complete simple racket and shuttle cock control activities.</p>	<p>Athletics</p> <p><b><u>Knowledge:</u></b> Run at a speed appropriate to the distance Jump from a standing position Able to throw a ball using an under and over arm technique Develop standing jump, long jump, sprint and hurdles Introduce the javelin and high jump</p>	<p>OAA/rounders</p> <p><b><u>Knowledge:</u></b> Use basic maps and diagrams to orientate themselves and to move from one place to another</p>	

	Use a variety of skills consistently in a game including kicking, passing and stopping the ball.	Children will now understand Dynamics, use of cannon and mirroring as well as motifs in their own choreography.					
RSHE (Yr3, 4, 5, and 6)	Feelings and emotions. Managing change.  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	Feelings and emotions Life skills  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	Social skills Life skills Feelings and emotions  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	Social skills Life skills Feelings and emotions  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	Social skills Life skills Feelings and emotions  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	Social skills Life skills Feelings and emotions  Feelings Detectives small group programme.  Specialised/ adapted units dependant on need	
Art	Symmetry & line  Klee Picasso Hokusai  <u>Knowledge:</u>  <b>LINE</b> Recognise lines as horizontal, vertical, or diagonal.		Still life & landscapes  <u>Knowledge:</u>  LANDSCAPE  Recognise and discuss as landscapes (images of nature or the natural		Mythological paintings  <u>Knowledge:</u>  Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology. Recognise as images from classical		

	<p>Observe the use of line in:</p> <p>Paul Klee, <i>Was Fehlt ihm? (What's wrong with him?)</i>, 1930 (Fondation Beyeler, Switzerland)</p> <p>Pablo Picasso, <i>Mother and Child</i>, 1922 (Baltimore Museum of Art)</p> <p>Katsushika Hokusai, <i>The Great Wave off Kanagawa</i>, 1829-33 (British Museum, London)</p>		<p>environment, from the Dutch word 'landschap':</p> <p>Jacob Ruisdael, <i>Landscape with Bentheim Castle</i>, 1653 (National Gallery of Ireland, Dublin)</p> <p>John Constable, <i>Salisbury Cathedral from the Meadows</i>, 1831 (National Gallery, London)</p> <p>Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London)</p> <p>STILL LIFE</p> <p>Recognise and discuss the following as still lives (images of one or more inanimate objects):</p> <p>Paul Cézanne, <i>studies with fruit such as apples and/or oranges</i>, for instance, <i>Still Life with Apples</i>, 1877-</p>		<p>mythology and identify the characters/setting/narrative according to</p> <p>The children's knowledge of the depicted myths from their language and literature studies:</p> <p>Antonio del Pollaiuolo, <i>Apollo and Daphne</i>, c.1432-1498 (National Art Gallery, London)</p>		
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			78 (Fitzwilliam Museum, Cambridge)				
MFL		Unit 1 Bonjour Lesson 1 hello/goodbye Lesson 2 Ask/say name Lesson 3 ask/say  <b>See Rigolo Scheme of work Mapping Grid</b>	Unit 2 En Classe Lesson 1 Class objects Lesson 2 colours Lesson 3 Unit 3 Mon Corps Lesson 1 Body parts Lesson 2 Eyes/hair  <b>See Rigolo Scheme of work Mapping Grid</b>		Unit 3 continued Mon Corps Lesson 3 Days of the week Lesson 4 Character descriptions  <b>See Rigolo Scheme of work Mapping Grid</b>	Unit 4 Les Animaux Lesson 1 Animals and pets Lesson 2 Recap of vocab taught  <b>See Rigolo Scheme of work Mapping Grid</b>	
Music	Glockenspiel  <u>Knowledge:</u>  Learn to play and read the notes C, D, E + F.  Learn to play these tunes:  <ul style="list-style-type: none"> <li>● Easy E</li> <li>● Strictly D</li> <li>● Play Your Music</li> </ul>		Reggae  <u>Knowledge:</u>  – Listen & Appraise: Three Little Birds (Reggae) Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus. Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals. Find the pulse as you are listening: Dance,		Classical Musical learning focus  <u>Knowledge:</u>  Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition		

	<ul style="list-style-type: none"> <li>● Drive</li> <li>● Dee Cee's Blues</li> <li>● What's Up</li> <li>● D-E-F-initely</li> <li>● Roundabout</li> <li>● March of the Golden Guards</li> <li>● Portsmouth</li> </ul> <p>Improvise with Dee Cee's Blues using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p> <p>Reflection</p> <p>What did you like best about this Unit? Why?</p> <p>Was there anything you didn't enjoy about it?</p>		<p>clap, sway, march, be an animal or a pop star.</p> <p>Knowledge Organiser – Three Little Birds – Year 3, Unit 3</p> <p>2 – Musical Activities using glocks and/or recorders</p> <p>Warm-up games play and copy back using up to 2 notes – C + D.</p> <p>Bronze: no notes   Silver: C, sometimes D   Gold: C + D challenge.</p> <p>Which challenge did you get to?</p> <p>Singing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part.</p> <p>You will be using up to 3 notes – C, D + E.</p> <p>Which part did you play?</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Bronze: C   Silver: C + D   Gold: C, D + E challenge.</p> <p>Which challenge did you get to?</p>		<p>Share and perform the learning that has taken place</p> <p>How this Unit is organised</p> <p>Listen and Appraise a different piece of music each week/step</p> <p>Musical Activities</p> <p>Share and Perform</p>		
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	<p>Why?</p> <p>Did you have any strong feelings about it?</p> <p>Were you proud of yourself, happy or annoyed?</p> <p>2 – Perform &amp; Share</p> <p>Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.</p> <p>The performance will include one or more of the following:</p> <ul style="list-style-type: none"> <li>Improvisations •</li> <li>Instrumental performances •</li> <li>Compositions</li> </ul>		<p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p>				
Computing	Computing systems and networks - IT around us		Creating media - Digital photography		Programming A - Sequence in music		

