



# Class 3

## Learning Overview

### Spring Term 2024

<p><b>Science</b></p>	<p>Light (Y6)</p> <p>Research, identifying and classifying, pattern seeking, testing, observing.</p>	<ul style="list-style-type: none"> <li>• Can I recognise that light appears to travel in straight lines?</li> <li>• Can I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?</li> <li>• Can I explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?</li> <li>• Can I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</li> </ul>
<p><b>History Enquiry</b></p>	<p>The story of the Trojan Horse: historical fact. legend or classical myth? (Ancient Greece)</p>	<ul style="list-style-type: none"> <li>• Can I find out what exactly the story of the Trojan Horse is?</li> <li>• Can I consider what evidence exists to corroborate and authenticate the story?</li> <li>• Can I consider what other explanations there could be for the origins of the story?</li> </ul>
<p><b>Geography Enquiry</b></p>	<p>Why are mountains so important?</p>	<ul style="list-style-type: none"> <li>• Can I explain why the three mountains of Olympus, Mauna Kea and Everest are so famous?</li> <li>• Can I explain how the world's most famous mountains ranges were formed?</li> <li>• Can I compare the Cambrian mountains to the Himalaya Mountains?</li> <li>• Can I learn about how people survive living in the Cambrian Mountains?</li> <li>• Can I explain how water is used in the Cambrian Mountains?</li> <li>• Can I use Ordnance Survey maps to examine the area of the Cambrian Mountains?</li> </ul>
<p><b>Art</b></p>	<p>Drawing and Painting</p> <p><b>Artist Study: The art of Gustav Klimt</b></p>	<ul style="list-style-type: none"> <li>• Can I sketch and improve upon sketches in the style of Gustav Klimt?</li> <li>• Can I use symbolic imagery in works of art?</li> <li>• Can I develop techniques to create textures such as those seen in Klimt's landscapes?</li> <li>• Can I develop techniques and use symbolism in the style of or inspired by Klimt?</li> <li>• Can I explore a range of works by Klimt and discuss them?</li> </ul>
<p><b>D.T.</b></p>	<p><b>Structures-</b> 'Marvellous Structures' - creating marble run structures.</p>	<ul style="list-style-type: none"> <li>• Can I explore existing structures?</li> <li>• Can I use shaping, cutting and joining to accurately join cardboard tubes together?</li> <li>• Can I select from a range of tools and use them safely when creating structures?</li> <li>• Can I select and use suitable materials and components to create a marble run?</li> <li>• Can I evaluate and improve my design technology work?</li> </ul>
<p><b>Computing</b></p>	<p><b>Big Data 1</b> <i>Data Handling</i></p> <p><b>Search Engines</b> <i>Computer systems and Networks</i></p>	<ul style="list-style-type: none"> <li>• Can I learn about how QR codes and barcodes work and their different uses?</li> <li>• Can I learn about how infrared waves transmit data?</li> <li>• Can I recognise the uses of RFID (radio-frequency identification) and how encoding keeps data safe?</li> <li>• Can I evaluate and analyse data?</li> <li>• Can I recap search engine basics?</li> <li>• Can I learn to check information for accuracy and reliability?</li> <li>• Can I find reliable information quickly using a search engine?</li> <li>• Can I learn how search engines work, including the role of web crawlers?</li> </ul>
<p><b>Music</b></p>	<p>How does music make the world a better place?</p>	<ul style="list-style-type: none"> <li>• Can I listen to and respond to a range of music?</li> <li>• Can I learn songs and parts of songs?</li> <li>• Can I improvise to existing compositions?</li> <li>• Can I play tuned instruments?</li> </ul>

		<ul style="list-style-type: none"> <li>• Can I compose musical compositions?</li> </ul>
R.E.	<p>Christianity</p> <p>Beliefs and Meaning/Easter</p>	<ul style="list-style-type: none"> <li>• Can I discover and discuss the question- is anything ever eternal?</li> <li>• Can I consider if Christianity is still a strong religion 2000 years after Jesus was on Earth?</li> </ul>
RSE	<p><b>Computer Safety</b></p> <p>Image Sharing and Making friends online</p> <p><b>Feelings and Emotions - Anger</b></p>	<ul style="list-style-type: none"> <li>• I know the positive and negative consequences of sharing images online.</li> <li>• I have a set of rules I follow before I share.</li> <li>• I know about the laws and rules about image sharing that help to keep me safe.</li> <li>• I can talk about the pressures I might feel about sharing an image online.</li> <li>• I recognise that there are key values in maintaining positive relationships online.</li> <li>• I know who I can speak to if I feel pressured to share an image online.</li> <li>• I know there are different apps that can be used to speak to people online and that there are age restrictions put in place to help keep me safe.</li> <li>• I know that people can create fake profiles online and that it is possible to be speaking to someone who is not who they say they are.</li> <li>• I have created some strategies to help keep myself and others safe when speaking to people online.</li> <li>• I know there are people I can speak to if I feel unsafe or scared of anything I've seen online.</li> </ul> <ul style="list-style-type: none"> <li>• I know that some feelings will make me feel good and happy while others might not feel so good. This is normal for everyone.</li> <li>• I can consider thoughts, feelings and emotions and I know the differences between them.</li> <li>• I know that my emotions might affect my behaviour and that my choices and actions can affect myself and others.</li> <li>• I can consider things that make me angry and why.</li> <li>• I can describe strategies to help manage and mitigate feelings of anger.</li> </ul>
P.E.	<p><b>Dance and Swimming</b></p>	<ul style="list-style-type: none"> <li>• Can I develop my swimming to improve my strokes and stamina?</li> <li>• Can I swim at least 25 metres unaided?</li> <li>• Can I understand basic water safety skills and apply these in the water?</li> </ul> <ul style="list-style-type: none"> <li>• Can I perform accurately and convincingly in character with big bold actions?</li> <li>• Can I perform with flow and include a change of level and dynamic?</li> <li>• Can I consolidate my ability to evaluate my own and others' performances?</li> <li>• Can I demonstrate life skills such as resilience and responsibility as I support others to improve and accept feedback on their own performances?</li> </ul>
French	<p>Pets</p> <p>The Olympics</p>	<ul style="list-style-type: none"> <li>• I can understand and repeat most of the eight pets introduced by the teacher.</li> <li>• I can remember some of the spellings and genders and attempt the rest.</li> <li>• I can ask somebody if they have a pet if I have the language required in front of me.</li> <li>• I can then work out how to reply, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</li> <li>• I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.</li> <li>• I can attempt to improve my spoken and written French using the connectives et ("and") or mais ("but").</li> </ul> <ul style="list-style-type: none"> <li>• I can tell you some of the key facts from the history of the Olympics and from the modern games in French.</li> <li>• I can remember at least five of the ten sports from memory, including their correct spelling and their correct gender in French with a prompt.</li> <li>• I can conjugate the je and il/elle form of the verb FAIRE and I can use this to say that I or my friend plays a sport in French.</li> </ul>

