



Class 3

Learning Overview

Autumn Term 2024

Science	Electricity(Y6) Animals including humans (Y5)	<ul style="list-style-type: none">• Can I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit?• Can I compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches?• Can I use recognised symbols when representing a simple circuit in a diagram? • Can I describe the changes as humans develop to old age?• Can I describe the growth of babies after they are born?• Can I explain and collect data about gestation periods?
History Enquiry	Why did the ancient Maya change their way of life?	<ul style="list-style-type: none">• Can I identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like?• Can I explain the occupations of modern Maya people?• Can I use sources to explain the purpose of Chichen Itza and what it tells us about the life of the Ancient Maya?• Can I make and justify my conclusions about the purpose of a variety of Maya artefacts?• Can I explain why I think the Maya jungle cities were gradually abandoned?• Can I explain the difference between primary and secondary sources?
Geography Enquiry	What is a river?	<ul style="list-style-type: none">• Can I use maps and grid references to explain how the course and features of a river change from source to mouth?• Can I explain why estuaries are important places for wildlife?• Can I explain why rivers are an important part of the water cycle?• Can I explain why flooding is such a problem in Bangladesh?• Can I discuss the parts of a river I think Bedřich Smetana describes through musical composition?• Can I explain what happened to the Thames during the 'mini ice age'?
Art	Drawing and Painting - Leaves plants and flowers Henri Rousseau	<ul style="list-style-type: none">• Can I discuss and give my opinions on works of art from different artists?• Can I learn about Henri Rousseau and his art?• Can I make observational/botanical drawings?• Can I create tints, shades and tones of colour?• Can I create botanical paintings using watercolours?
D.T.	Cams and mechanical systems	<ul style="list-style-type: none">• Can I develop design criteria?• Can I use my knowledge of the animal and movement made by the cam in my design?• Can I measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment?• Can I work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device?

		<ul style="list-style-type: none"> Can I use peer feedback and design criteria to help guide the evaluation process?
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Computing	Mars Rover 1 Data Handling Mars Rover 2 <i>Skills Showcase</i>	<ul style="list-style-type: none"> Can I Identify some of the types of data that the Mars Rover could collect? Can I Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this? Can I read any number in binary, up to eight bits? Can I identify input, processing and output on the Mars Rovers? Can I grasp the concept of binary addition? Can I relate binary signals (Boolean) to a simple character-based language, ASCII? Can I learn how bit patterns represent images as pixels? Can I understand what image compression is? To identify and explain the 'fetch, decode, execute' cycle?
Music	How does music connect us with the past? Pop, orchestral, gospel.	<ul style="list-style-type: none"> Can I listen to and discuss different music compositions? Can I sing a variety of different songs and musical compositions? Can I play, compose and perform different musical compositions?
R.E.	What does it mean if Christians believe God is holy and loving? Christians. Creation and science: conflicting or complementary? Christians.	<ul style="list-style-type: none"> Can I identify different types of biblical texts? Can I explain connections between biblical texts, using technical terms correctly? Can I show how Christians put their beliefs into practice in worship? Can I weigh up how biblical ideas and teachings about God as holy and loving might make a difference in today's world? Can I identify what type of text some Christians say Genesis 1 is and its purpose? Can I make clear connections between Genesis 1 and Christian belief about God as creator? Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for views?
RSE	A world without judgement - British Values Keeping/Staying Healthy - Alcohol	<ul style="list-style-type: none"> I know how my opinions and judgements can affect others and that it is important to be positive. I can recognise that everyone is entitled to live the life they choose, as long as they are not harming anyone. I can explain why it is negative to live a life that creates harm for others. I understand I should not allow the negative opinions that others may have, affect what I think and feel. I can identify ways we can overcome barriers and promote diversity, equality, and inclusion.

		<ul style="list-style-type: none"> • I can explain what it means to have a healthy lifestyle. • I understand how advertising can influence what I choose to eat and drink. • I can understand the risks associated with drinking alcohol. • I know how alcohol can negatively affect immediate and future health. • I have developed strategies to manage peer pressure and to help keep me safe. • I understand that rules and laws are put in place to keep me safe and I follow them carefully.
<p>P.E.</p>	<p>Invasion Games (team ball sports)</p> <p>Dance</p>	<p>Can I keep possession and work as a part of a team to do so? Can I learn and develop techniques for defending? Can I develop my attacking skills? Can I develop approaches when transitioning from attacking to defending? Can I set personal goals for my contribution to the team's performance?</p> <p>Can I perform accurately and convincingly in character with big bold actions? Can I perform with flow and include a change of level and dynamic? Can I consolidate my ability to evaluate my own and others' performances? Can I demonstrate life skills such as resilience and responsibility as I support others to improve and accept feedback on their own performances?</p>
<p>French</p>		<ul style="list-style-type: none"> • Can I use the alphabet? • Can I describe places in my locality? • Can I describe the journey to school and give directions? • Can describe food likes and dislikes? • Can I build sentences about food? • Can I learn vocabulary related to lunch time? • Can I discuss foods used in celebrations?