




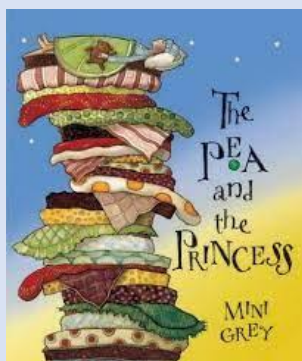
Class: Young Oaks		Curriculum Driver: Science		Curriculum Theme: Stone Cold		British values: Diversity	
L			E			A	
		Sequence of Learning					
Subject	Intent and links to previous learning	1	2	3	4	5	
History	Small history link: Prehistoric What do fossils tell us about the past?	Small History link – Prehistoric: Where did the fossils come from?	Significant individual: Mary Anning				
Science	Building on Y2 learning of ‘Everyday Materials’.  Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	To be able to group rocks based on observable similarities and differences. (Pre assessment task, what do they already know?) Big book  What are the 3 main types of rocks and how are they formed? (explore the difference between hard and soft rocks)  <a href="https://www.youtube.com/watch?v=o8heA8e9_zk">https://www.youtube.com/watch?v=o8heA8e9_zk</a>	Investigate whether rocks let water through them (permeability) Skills- Gather & Record Results observe closely  TAPS Comparative and Fair Testing 	Enquiry – Can rocks be grouped according to their properties? - check names using identification key  	Understand what fossils are and how they are formed  Explore how fossils tell us that changes have taken place over time.  Enquiry - Identification and classification 	Sort and identify different fossils.  Enquiry – ask scientific questions.	Key bi ti p m
Computing	Building on key stage 1 learning of using computer	To create two groups of objects	To be able to identify the object	To continue to develop their	To compare the efficiency of	To independently plan a branching	To

	attributes are and how to use them to sort groups of objects by using yes/no questions.						
DT	Design and make a shell structure.	To be able to explore a range of shell structures and how they are made.	To be able to generate ideas and design for our own shell structure.	To be able to develop ideas further and make prototypes using nets.	To be able to investigate how to make strong and stiff structures.	To be able to make a shell structure, accurately measuring and cutting.	To the structure even
RE	<p>Why do Christians call the day Jesus died 'Good Friday'? <b>Easter</b></p> <p>This is a discrete unit and builds on previous learning in key stage 1 - 'Why does Easter matter to Christians'</p>	To be able to explain the word 'Salvation' and how this links to the belief that Jesus saved or rescued people by showing them how to live.	To be able to recall the importance of the events in Holy Week and what they mean to Christians.	To be able to make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.	To be able to explain what different churches do on Palm Sunday, Good Friday and Easter Sunday and how Christians may feel on these days.	To be able to explore how Palm Sunday, Good Friday and Easter Sunday provoke hope, sadness and joy.	To the structure even
RHSE	Different type of committed relationships	<p>Commitment and marriage</p> <p>Commitment means and why it is important.</p>	<p>Commitment and marriage</p> <p>Different ways that people show commitment.</p>	<p>All change</p> <p>Changes that happen in families and how changes might affect families.</p>	<p>All change</p> <p>We will be learning how we might manage the change in families.</p>	<p>Family changes: When parents separate</p> <p>Describe how big changes such as separation may affect a family</p> <p>Discuss the family may feel in these changes.</p>	Family changes: When parents separate Describe how big changes such as separation may affect a family Discuss the family may feel in these changes.
PE	<p>Real P.E unit 4 <b>Creative</b> main skill :Send &amp; receive additional skill: Partner balance</p> <p>Progressive from year 2 unit 4. .</p>	Recap Y1) : rolling & bounce passing large ball to a partner	Recap (y2) : catch tennis ball bounce pass 2 hands then 1 hand	Strike/kick ball to a partner in a rally both hands/feet	Strike/kick 2 balls to a partner in a continuous rally both hands/feet	Using and applying these skills in ball games and activities	

				receiving			
French	Fruits	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French	To learn how to accurately pronounce the next five fruits.	To move from singular noun to plural noun and consolidate all ten fruits in French.	To develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit.	To be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?"	
Music	Consider Wider music genres.	Focus on rhythm – copy and repeat using listening skills.	Introduction to standard written notation: crotchet and crotchet rest.	Layer rhythms using untuned percussion instruments	Explore simple accompaniments using beat and rhythm patterns	Identify the metre in a piece of music	
Digital Citizenship	Intent: Learn how to be safe and responsible online	To understand that other people's work belongs to them.	To understand that information about people is stored online.	To understand what information to safely share with trusted people	To identify and describe safe online sharing through the exploration of real-life and online identities		

#### Reading Opportunities.

Shared reading text: The Pea and the Princess by Mini Grey



Class text: Dinosaur Lady by Linda Skeekers



