



Mithian School Curriculum

Autumn 2nd Half Term Sequence – Year A Year 3+4

History

(previous year's learning)

Achievement and legacy: explorers, Great Fire of London, Rosa Parks, Cornish railways.

Significance: explorers, Rosa Parks, Cornish railways.

INTENT

1. To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
2. Historical concepts of achievement and legacy, governance, significance and continuity and change.

Sequence of learning

1. Was everyone an Ancient Egyptian?
2. What else was happening in the world at the time of the Ancient Egyptians?
3. What would the Ancient civilisations need to have in order to function as a city?
4. What was the greatest achievement of each civilisation?
5. What were the earliest civilisations and why were they important?

Outcome/Composite

To be able to...give an overview of each of the Ancient civilisations and explain why they were important.

Science

(previous year's learning) in KS1

Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

INTENT

1. Compare and group together different kinds of rocks based on their appearance and simple physical properties..
2. Describe in simple terms how fossils are formed.
3. Recognise that soils are made from rocks and organic matter

Sequence of learning Chemistry: Rocks

1. There are different types of rock.
2. There are different types of soil.
3. Soils change over time.
4. Different plants grow in different soils.
5. Fossils tell us what has happened before.
6. Fossils provide evidence.
7. Palaeontologists use Fossils to find out about the past.
8. Fossils provide evidence that living things have changed over time.

How does adding different amounts of sand to soil affect how quickly water drains through it? Which soil absorbs the most water?

Can you use the identification key to find out the name of each of the rocks in your collection?

How does tumbling change a rock over time? What happens when water keeps dripping on a sandcastle?

Is there a pattern in where we find volcanoes on planet Earth?

Who was Mary Anning and what did she discover?

Outcome/Composite

To be able to...explain what rocks and soils are like.

Art and Design / Design Technology

(previous year's learning) in KS1

Developing observational drawing skills when exploring mark-making . Use a range of tools, investigating how texture can be created in drawings. Exploring colour mixing through paint play, use a range of tools and work on different surfaces.

INTENT

1. Explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms
2. Investigating making their own paints, making tools and painting on different surfaces

Sequence of learning

Drawing: Growing Artists

1. Recognise how artists use shape in drawing
2. Understand how to create tone in drawing by shading
3. Understand how texture can be created and used to make art
4. Apply observational drawing skills to create detailed studies
5. Apply understanding of composition to create abstract drawings

Painting and mixed media: prehistoric painting

Outcome/Composite

To be able to...create an abstract drawing inspired by Georgia O'Keefe and to make paints.

Computing

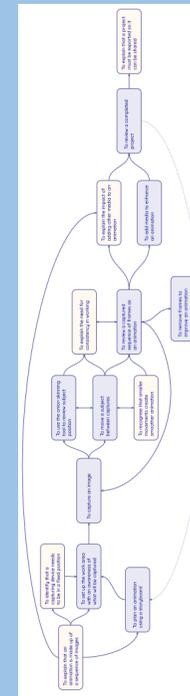
(previous year's learning)

Children explore world of digital art and creative tools Children create their own paintings with inspiration from others Children consider their preferences when painting with, and without, the use of digital devices.

INTENT

1. Pupils use range of techniques to create stop-frame animation on tablets
2. They apply these skills to create a story-based animation
3. Learners add other media to their stories e.g. music and/or text

Sequence of learning



Outcome/Composite

To be able to...create a story-based animation with text/music added (pupils demonstrate skills used in creating stop-frame animation)

Physical Education

Previous years learning in KS1

The children work on developing social skills, while developing their dynamic balance to agility and static seated balance.

INTENT

1. Children co-operate well with others and give feedback.
2. Children can show patience and support others, listening well. They are happy to show and tell their ideas
3. Children can help praise others in their learning.

Sequence of learning

1. Develop combinations and Exchange objects personal best challenges.
2. Dynamic balance to agility. Jumping and landing FUNS 6
3. Dynamic balance to agility—jumping and landing.
4. Dynamic balance to agility—jumping and landing.
5. Dynamic balance to agility—jumping and landing.
6. Develop combinations and exchange objects personal bet challenges revisit.

POWER OF PE SWIMMING

1. Water confidence
2. Stroke development
3. Stroke development
4. Stroke development
5. Stroke development
6. Stroke Development

Outcome/Composite

To be able to jump quarter turns in both directions and jump from 2 feet to 1 with balance and control. Be able to balance on bottom with no hnds of feet touching the floor and move objects from side to side.

Reading Opportunities:



Mithian School Curriculum

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PSHE

(previous year's learning) in KS1

Refresh knowledge about calling 999 in an emergency
Understand dangers in everyday situations and how to keep safe
Recognise how to stay safe outdoors, especially around water and roads

INTENT

1. To gain understanding of risk and strategies for keeping safe, especially in the context of road safety.
2. To understand how a team can work effectively together and what strengths they can contribute

Sequence of learning

Road Safety

1. Identify and model the 'Stop, Look, Listen, Think' sequence
2. Recognise safer places to cross the road
3. Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport
4. Understand risk and the effect of risky behaviour
5. Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others

1. Introduction to Teamwork
2. What is teamwork and when do we work as part of a team?
3. What skills are needed to work with others in a team?
4. Understand that everyone brings different strengths to working in a team
5. Team building challenge
6. Recognise what they are good at when working in a team
7. Self –reflection shield

Outcome/Composite

To be able to...explain how to stay safe on and near roads and be able to explain skills needed to work with others as part of a team.

Religious Education

(previous year's learning)

In KS1, children learn to believe that people have different beliefs. They learn to understand the impact of their beliefs. They learn to understand the impact of their beliefs. They learn to understand the impact of their beliefs. They learn to understand the impact of their beliefs.

INTENT

Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Sequence of learning

How do festivals and family life show what matters to Jewish people?

1. Explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals.
2. Explore Rosh Hashanah, the Jewish new year festival
3. Explore Yom Kippur, the 'Day of Atonement'
4. Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.
5. Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal.
6. Reflect on the important themes of Pesach and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?
7. Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.
8. Find out about some of the prayers and blessings that Jewish people say through the day. Make connections with the practice of gratitude in Jewish living.
9. Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.

Outcome/Composite

To be able to... explain how festivals and family life show what matters to Jewish people.

Music

(previous year's learning) in KS1

Work with a partner and in the class to improvise simple Question and Answer phrases

INTENT

1. To confidently improvise with song
2. To confidently improvise with untuned instruments
3. To confidently improvise with tuned instruments

Sequence of learning

Enjoying Improvisation

What stories does music tell us about the past?

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1: Understanding Music Option 2: Improvise Together	Love What We Do	Love What We Do	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	Option 1: Understanding Music Option 2: Improvise Together	Let's Groove	Love What We Do	N/A	Options: Improvise Together Improvise with the Song	Perform and share what has taken place in the lesson
3	Option 1: Understanding Music Option 2: Improvise Together	When The Saints Go March'N In	When The Saints Go March'N In	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
4	Option 1: Understanding Music Option 2: Improvise Together	Jews' Men Theme	When The Saints Go March'N In	N/A	Options: Improvise Together Improvise with the Song	Perform and share what has taken place in the lesson
5	Option 1: Understanding Music Option 2: Improvise Together	My Bonnie Lies Over The Ocean	My Bonnie Lies Over The Ocean	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
6	Option 1: Understanding Music Option 2: Improvise Together Option 3: Theory Quiz	Let's Groove	Revisit a song of your choice	Play instrumental parts with your chosen song, if available	Option to revisit Improvise activities	Perform and share what has taken place in the lesson and prepare for a concert

Outcome/Composite

To be able to... create a piece of music using improvisation.

MFL

In the EYFS and KS1 children have opportunities to build up a basic awareness of other languages, via examples of languages used and referred to in everyday contexts, eg Registration. In Y 3&4 Autumn 1, children learnt simple greetings and how to ask and answer how each other are.

INTENT

1. To be able to ask someone what their name is, and be able to answer when asked this question themselves.
2. To understand that French structures are different from English ones.
3. To learn a different way to say the alphabet.

Sequence of learning

1. (Early Start Unit 1.3) What's your name? "Comments t'appelles-tu?"
2. Practise asking and answering the question, "Comments t'appelles-tu?"
3. (Early Start Unit 1.4) Introduction to the alphabet
4. Activities to practise the alphabet.
5. Practise and revision of this term's learning – greetings, asking and answering "Ca va?" and "Comments t'appelles-tu?" Also, reciting the French alphabet.
6. Practise and revision of this term's learning – greetings, asking and answering "Ca va?" and "Comments t'appelles-tu?" Also, reciting the French alphabet.

Outcome/Composite

To be able to... ask someone their name, and understand and answer when someone asks them. To be able to recite the French alphabet.

(previous year's learning)

INTENT

- 1.
- 2.
- 3.

Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Outcome/Composite

To be able to...

Reading Opportunities: