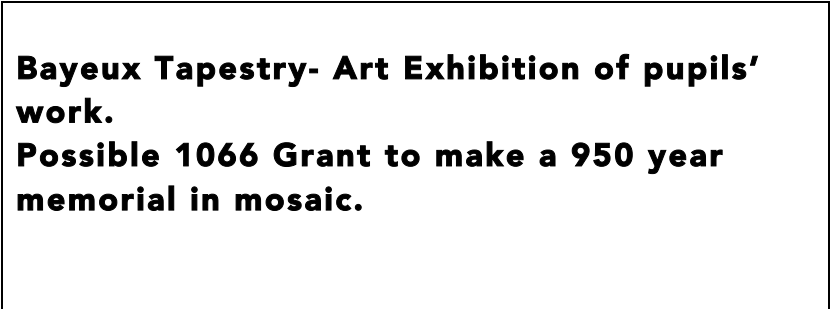
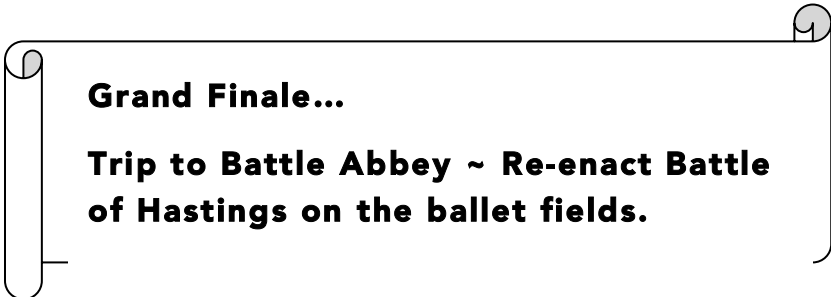
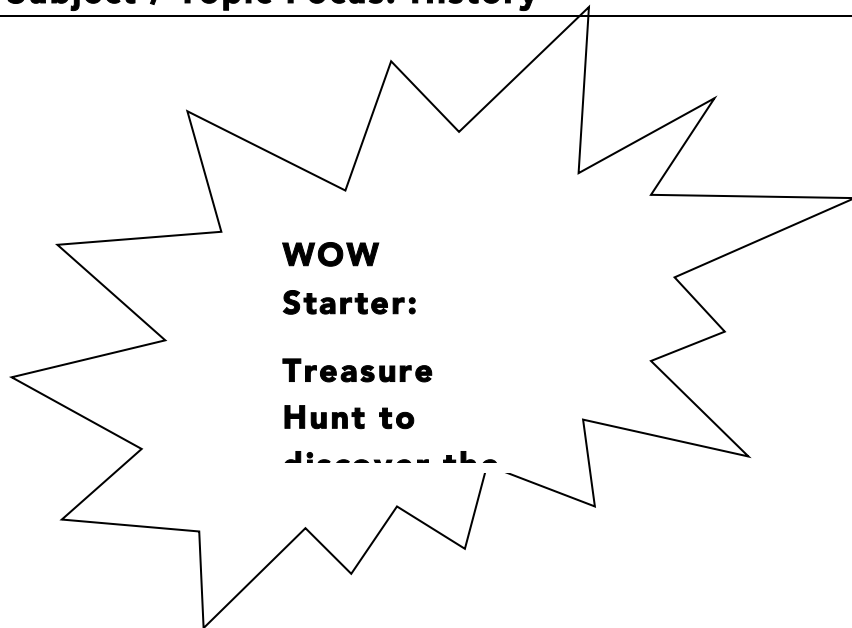




CHURCHWOOD
PRIMARY
ACADEMY

At Churchwood Everyone Can

Year: 3	Term: 1
Topic Name: 1066 Battle and Bayeux	
Subject / Topic Focus: History	



Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Sound and Hearing Light and Seeing	<p><u>To work scientifically:</u></p> <ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>Sound and Hearing:</u></p> <ul style="list-style-type: none">• Identify how sounds are made, associating some of them with something vibrating.• Recognise that vibrations from sounds travel through a medium to the ear. <p><u>Light and Seeing:</u></p> <ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light.

		<ul style="list-style-type: none"> • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. <p>Rule of law Individual liberty Mutual respect</p>
History	Battle of Hastings	<p><u>Investigate and Interpret the past:</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>Understand Chronology:</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>To communicate historically:</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates

		<ul style="list-style-type: none"> • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Computing	E-Safety	<p>E-Safety Espresso Materials</p> <p>Democracy Rule of law Individual liberty</p>
Art and Design	ART	<p><u>Develop Ideas:</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p><u>Master Techniques (Print, Textiles and Painting):</u> <u>Paint;</u></p>

		<ul style="list-style-type: none">• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.• Mix colours effectively.• Use watercolour paint to produce washes for backgrounds then add detail.• Experiment with creating mood with colour. <p>Print;</p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns. <p>Textiles;</p> <ul style="list-style-type: none">• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric. <p><u>Inspiration from the greats:</u></p> <ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others. <p>Mutual respect</p>
--	--	---

Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games Mutual respect
R.E	East Sussex agreed syllabus	What do signs and symbols mean in religion? Tolerance
PSHE	PSHE map	Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	French club Mandarin club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	
Spelling Focus	Progression in spelling follows Support for Spelling/ Spelling bank materials
Linked Extended Writing:	
Cross curricular Maths opportunities:	
Early Morning Maths Focus:	Multiplication X Tables – individual, puzzles, beat the Clock
Target Writing:	Horrible Histories – How did you feel as a Norman landing on the beach of Hastings for the first time? You are a Saxon. What three weapons can you bring to the battle? What could protect you? Write a poem on what you see/hear/smell on the battlefield. Ice Palace various Play Odin's Eye You take a metal detector into your garden, what do you find?