



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 5

Term

Autumn

Project Title/Theme

Taste of the Orient

Subject

Select Subject

Notes

In Hodgkin Class, we fully embrace the new Primary Strategy and through it we teach a wide, interesting, and challenging curriculum. Our projects are influenced by the children's interests, and ensure full coverage of the National Curriculum objectives across the year. Our projects run for the entire term and involve exciting opportunities including trips, visitors, engineering days and 'Wow Days'. Our key question this term is 'What did the Shang Dynasty do for us?' Our Superb Starter will be an Art themed day, we will be creating beautiful Willow Pattern watercolours and Cherry Blossom collages. We will explore different media to create different effects and textures. Our Mix-it-up-Middle will be a DT themed day, beginning with cooking some traditional Chinese dishes and then a banquet, followed by a pagoda building project in the afternoon. Finally, our Enthralling Ending will be a survival day based around the theme of "Kensuke's Kingdom", designing shelters and rafts with natural resources and creating maps with clues and co-ordinate problems. Our class reading books will include the "Firework Maker's Daughter" by Phillip Pullman and "Kensuke's Kingdom" by Michael Morpurgo which we will also study in English. There will be lots of opportunities for cross-curricular writing, such as in our study of the Shang Dynasty and the separation of materials in science. The learning environment will be themed on Japan and China, comprising of a cherry blossom reading corner, a bright blue ocean-based area and many flags and hanging lanterns. In our Art lessons we will be exploring colour and tones by mixing paints, before then exploring the art of Hokusai. We will then recreate a piece of his art using our new colour mixing techniques by printing using poly blocks. In Computing we will be exploring the Scratch software to design different programmes and games, while also creating algorithms for our programmes. Our Science lessons will look at the properties of materials, how they are used based on their properties and suitability. We will also explore how materials change in formation and how some changes can be reversed but others cannot. Our RE topics are Christianity and Hinduism, through these religions we will be exploring the Christian 10 commandments and how Christians show their belief in the modern day, and also looking at the importance of the River Ganges to Hindus, and comparing their festivals with those of other religions. In History lessons we will be studying the Shang Dynasty in depth, learning who Fu Hao was, the greatest achievements of the Shang Dynasty, major cities from the Dynasty and comparing this all to other civilisations such as the Egyptians – which the children enjoyed learning about in Curie Class. Music lessons will be based around traditional Chinese and Japanese music, looking at the pentatonic scale (a very popular, well used scale in both traditional, and modern music.) We will also be describing how this music compares to various other genres of music. In DT we will be cooking stir-fry dishes using skills such as boiling, steaming and chopping. We will also be evaluating current cooking utensils and creating our own based on our research. Our Geography lessons will focus on settlements, comparing similarities and differences between Chinese villages and the city of Beijing. We will also look at how trade links work by buying and selling products.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Art	<p>To know that the primary colours (red, yellow, blue) make secondary colours (orange, green, purple) (colour)</p> <p>To know that mixing primary colours (red, yellow, blue) with secondary colours (orange, green, purple) make tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet) (colour)</p> <p>To know that paintbrushes can make different marks of size and shape and create different textures (texture, drawing)</p> <p>To know the Batik process for dyeing fabrics (Wax resistant patterns and paint on fabric or paper) (textiles and printing)</p> <p>To know that Batik is an ancient art form originating in Indonesia (textiles and printing)</p>	<p>To be able to create a colour wheel to show primary, secondary and tertiary colours</p> <p>To be able to apply colour mixing knowledge in their artwork</p> <p>To be able to explore paint brush sizes and shapes for a particular purpose</p> <p>To be able to choose the appropriate size or shape of paintbrush for their artwork</p> <p>To be able to create artwork using the Batik process of dyeing fabric with wax resistant patterns</p> <p>To be able to join textiles using running stitch, cross stitch and back stitch.</p> <p>To be able to use finer needles and threads in sewing</p> <p>To be able to recognise when art is from different cultures and historical periods</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 3	Autumn	Stone Age and Flintstones	Computing	<p>To know how to take a picture on a piece of technology, e.g. iPad.</p> <p>To know how to edit an image using an app or program.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to take an in-focus picture on an iPad.</p> <p>To be able to collaborate to edit an image on an app or program, such as PicCollage, ChatterPix or Snapseed.</p> <p>To be able to use technology safely, respectfully and responsibly by communicating how to keep safe online.</p>	<p>Photography, photograph, focus, in-focus, out of focus, data, collaborate, manipulate, edit/editing, media, image, input, output.</p>
Year 3	Autumn	Stone Age and Flintstones	DT and Cooking and Nutrition	<p>To know how food is grown – lifecycle of a plant/food (food)</p> <p>To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking)</p> <p>To know what a varied diet looks like (nutrition)</p> <p>To know that designs should meet a criteria to appeal to the consumer or be appropriate for use (designing and technical knowledge)</p> <p>To know which materials would be best to create and make a structure (technical knowledge)</p>	<p>To be able to prepare foods using the correct tools safely</p> <p>To be able to cook dishes with the support of a an adult</p> <p>To be able to create an eatwell plate</p> <p>To be able to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Field, growing, balanced diet, cook, bake, chop</p>

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Year 3	Autumn	Stone Age and Flintstones	Geography	NA	NA	NA

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Year 3	Autumn	Stone Age and Flintstones	History	<p>To understand when the Stone Age fits on the timeline of history and this falls before the Bronze and Iron Age, but after the Ice Age</p> <p>To understand how we know about Prehistoric Britain</p> <p>To know which animals lived in Prehistoric Britain</p> <p>To know what the different periods were in the Stone Age (Civilisations and Empires)</p> <p>To know the similarities and differences between the Stone Age periods</p> <p>To know what artefacts from the Stone Age tell us about how people lived during the different periods</p> <p>To know what life was like in a Neolithic settlements across the three periods</p> <p>To know how farming changed how humans lived</p> <p>To know how the Bronze Age changed how humans lived and became more settled</p> <p>To know how Iron Age settlements differed from those homes before and why</p> <p>To know who the Celts were, and why they used iron</p> <p>To know what monuments tell us about the Prehistoric period looking at Stonehenge and comparing it in a local study with monuments and places of worship in the village</p>	<p>To be able to place the time studied on a timeline</p> <p>To be able to use terms and dates related to the topic</p> <p>To be able to sequence several events and artefacts</p> <p>To be able to find out about everyday lives of the people in the topic</p> <p>To be able to compare to our lives today</p> <p>To be able to identify the reasons for and the results of people's action</p> <p>To be able to identify and give reasons for different ways in which the past is represented</p> <p>To be able to distinguish between different versions of the same story and why they are different</p> <p>To be able to use a wide range of resources to find out about the period</p> <p>To be able to observe small details in pictures and artefacts</p> <p>To be able to select and record information relevant to the topic</p> <p>To be able to start researching using the library and technology</p>	<p>Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, late Neolithic, hunter-gatherers, Skara Brae, Stonehenge, forts, tribal, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic</p>

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				To know the meanings of these substantive concepts, slave, settlement (Yr 2 castles), tribe, conquest, peasant.		
Year 3	Autumn	Stone Age and Flintstones	Music	To know about prehistoric musical instruments. To know how to compose a 'journey through a cave'. To know how to play and perform with confidence.	To be able to describe what prehistoric musical instruments are like and why, such as: bells, eagle bone flutes, rattles, whistles. To be able to use instruments to compose a journey through a cave. To be able to perform a composition with some confidence.	Instrument, pitch: high, low, musical adjectives, compose, composition, create, perform, performance.
Year 3	Autumn	Stone Age and Flintstones	PE	To know how to aim and throw a dodgeball. (Dodgeball) To know how to adjust body height to catch a dodgeball at different heights. To know what agility is. To know when to move to dodge a dodgeball. To know the basic rules of dodgeball. To know how to create a gymnastic movement piece independently. (Gymnastics) To know how to create a gymnastic movement piece in a group. To know how to combine movements showing different speeds, direction and levels. To know a range of turns. To know a variety of jumps. To know the technique of a vault using equipment. To know to control a hockey ball using a hockey stick. (Hockey Activities) To know how to hit a hockey ball with power and accuracy. To know how to tackle using a hockey stick. To know how to create a improvised dance with a partner. (Dance) To know how to create routines based off a stimulus. To know how to adapt and change a dance. To know what rhythm and expression is.	To be able to throw a dodgeball at a specific target. To be able to catch a dodgeball at a range of different heights. To be able to show agility when moving around a dodgeball court. To begin to be able to participate in a game of dodgeball. To be able to choose ideas in order to be able to create a movement sequence independently. To be able to choose ideas in order to be able to create a movement sequence in a group. To be able link combinations of movements of different speeds, directions and levels with increased confidence. To be able to use turns when moving. To be able to use a variety of jumps in a movement sequence. To begin to be able to perform a vault using equipment. To be able to dribble a hockey ball showing control. To be able shoot towards a goal. To be able to make an attempt at tackling and gaining possession of a hockey ball. To be able to participate in a conditioned game of hockey. To be able to improvise with a partner to create a simple dance. To be able to create routines based on stimulus. To be able to compare and adapt a simple dance to create a more complex dance routine. To perform a simple dance with awareness to rhythm and expression.	Dodgeball, Dodge, Duck, Move, Agility, Rules, Throw Movement sequence, Independent, Group, Speed, Direction, Levels, Turn, Jump, Vault Hockey stick, Hockey ball, Dribble, Tackle, Possession, Shoot Improvise, Simple dance, Complex Dance, Stimulus, Compare, Adapt, Dance routine, Rhythm, Expression

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Year 3	Autumn	Stone Age and Flintstones	RE	<p>To understand the importance of artefacts and symbols to a Christian</p> <p>To understand who the saints were and why they are important (Yr 1 disciples introduced)</p> <p>To understand the similarities and differences of how God is worshipped in the home and in the Mandir. (Places of worship)</p> <p>To know the Rama and Sita story (EYFS/Yr 1 milk and Jasmine Flower and The crying camel) (Stories)</p> <p>To understand how Diwali is celebrated and its meaning (Previously know Rama and Sita story and Diva lamps) (Festivals)</p> <p>To understand how a Hindu child feels at Diwali time - linked to belonging and community. (Festivals)</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other.</p> <p>To be able to describe what a believer might learn from a religious story</p> <p>To be able to begin to make links between the different religions and their similarities</p> <p>To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules</p> <p>To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way</p> <p>To be able to use religious vocabulary to explain ways of life</p> <p>To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences</p> <p>To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own</p> <p>To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer</p> <p>To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions</p> <p>To be able to ask important questions about life and compare with others</p>	<p>Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship,</p> <p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship, Brahma, Vishnu, Shiva, Avatars, Mandir, Lotus, swastika, saffron, Murti, Yoga, meditation, mantra, Rangoli, Mehndi, Holi, deities, Ganesha, Trimurti (link to maths and spellings prefixes)</p>

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Year 3	Autumn	Stone Age and Flintstones	Science	<p>To know different kinds of natural occurring rocks (Igneous – granite, basalt, Sedimentary – chalk, sandstone, Metamorphic – marble, slate) on the basis of their appearance and simple physical properties, including, hard, soft, permeable, impermeable and durable.</p> <p>To know fossils are formed when an animal dies and is covered with sediments that eventually becomes rock.</p> <p>To know soil is the uppermost layer of the earth and is made up of minerals, air, water and organic matter.</p> <p>To know animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>To understand how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>To be able to observe rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope.</p> <p>To be able to set up simple practical enquiries, comparative and fair tests, investigating what happens to different rock types when in water – (Chalk, granite, sandstone, whether or not is permeable)</p> <p>To be able to research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed, Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>To be able to identify similarities and differences between different soils (topsoil, subsoil) and raise and answer questions about the way soils are formed.</p> <p>To be able to compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat and research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>To be able to identify and classify animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p>	Rocks, Igneous, Sedimentary, Metamorphic, properties, fossil, sediments, soil, uppermost, layer, minerals, air, water, organic matter, nutrition, skeleton, muscle.