













## Redwood Curriculum Map Term 3

<p style="text-align: center;">English: Writing</p> 	<p style="text-align: center;">English: Reading</p> 	<p style="text-align: center;">Maths</p> 	<p style="text-align: center;">Science</p> 	<p style="text-align: center;">History</p> 
<p><b>Key writing skills</b></p> <ul style="list-style-type: none"> <li>• A variety of punctuation</li> <li>• Relative clauses</li> <li>• Fronted adverbials</li> <li>• Mrs Wordsmith words/ rich vocabulary</li> </ul> <p><b>We are writing</b></p> <ul style="list-style-type: none"> <li>• a narrative linked to 'the paperman' disney short film.</li> </ul>	<p><b>Books we will read</b> Letters from the Lighthouse</p> <p>As well as this, the children will have their own personal book. They should be quizzing on Accelerated Reader weekly.</p>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Place value within 1</li> <li>• Rounding decimals</li> <li>• Add and subtracting decimals</li> <li>• Multiply and divide by 10, 100 and 1000.</li> <li>• Multiply and divide decimals by integers.</li> </ul> <p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>• decimal and fraction equivalents</li> <li>• Fractions as division</li> <li>• Understanding percentages</li> <li>• Fractions to percentages</li> <li>• Percentages of an amount</li> </ul>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>The Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks?</li> <li>• Who was Alexander the Great?</li> <li>• What was daily life and society like in Ancient Greece?</li> <li>• Why were Athens and Sparta so different?</li> <li>• What legacies did the Ancient Greeks leave behind? (Olympics, maths (Pythagoras), science etc)</li> <li>• How has the Olympics changed over time?</li> <li>• Who were the Ancient Greek Gods and Goddesses and what did they believe?</li> <li>• What was the Trojan War?</li> </ul>
<p style="text-align: center;">Music</p> 	<p style="text-align: center;">PE</p> 	<p style="text-align: center;">PSHE</p> 	<p style="text-align: center;">RE</p> 	<p style="text-align: center;">Art/DT</p> 
<ul style="list-style-type: none"> <li>• Young Voices</li> </ul> <p><b>Music in World War 2</b></p> <ul style="list-style-type: none"> <li>• Looking back on popular and inspiring songs during World war 2</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Badminton</li> </ul>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>• Knowing my strengths and setting myself goals</li> <li>• Identifying issues with the world and ways we could help to support them.</li> <li>• Giving praise and compliments to others and celebrating other people's achievements.</li> </ul>	<p><b>Creation and Science: Conflicting or Complementary?</b></p> <ul style="list-style-type: none"> <li>• Investigate why Genesis 1:1-2:3 might have been written.</li> <li>• Explore the types of questions that religion and science can answer.</li> <li>• Consider whether it is possible to believe in scientific theories of how the universe was created and still be a Christian.</li> <li>• Understand why many Christians find that science and faith can go together.</li> </ul>	<p><b>DT - Structures</b></p> <ul style="list-style-type: none"> <li>• Identify stronger and weaker shapes.</li> <li>• Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight.</li> <li>• Identify beam, arch and truss bridges and describe their differences.</li> <li>• Use triangles to create simple truss bridges that support a load (weight).</li> <li>• Follow each stage of the truss bridge creation as instructed by their teacher.</li> <li>• Identify some areas for improvement, reinforcing their bridges as necessary.</li> </ul>