**Science**

**Living things and their habitats**

Know who Linnaeus was and learn about his classification system.

Understand that classification systems group living things according to similarities & differences.

To identify the similarities and differences between living things in order to determine their classification.

To use classification keys to sort living things according to observable characteristics.

To develop classification keys.

To test out classification key, noting different approaches and identifying potential flaws.

To describe the key characteristics of unusual living things from around the world.

To use descriptions of features, & online research, to attempt to classify unusual living things.

To design, describe and name a new creature that characteristically sits within the Animalia classification.

To sort ‘new’ creatures within the Animalia taxonomy.

**Geography**

**A Journey to the Alps**

To learn key facts about the Alps.

To become familiar with the vegetation and climate of the Alpine mountains and to compare with life in the foothills.

To become familiar with the countries with the Alps on their borders and study the lifestyle of those countries, including the effects of tourism.

To look at a section of the Alps involved with ski tourism, including the hotels, shops and cable cars.

**Class 3**

**Knowledge Map**

**Summer Term**

**PSHCE**

**How can we manage money?**

I can explain some financial risks and discuss how to avoid them.

I understand how retailers try to influence our spending.

I can discuss the spending decisions people have to make.

I can explain why budgeting can be helpful and how a budget can be made.

I can discuss the impact money can have on people’s emotional wellbeing.

I can explain the impact spending has on our environment.

**History**

**The Ancient Maya**

To establish a chronological context of the Maya.

To explore different sources of evidence about the Maya.

To discuss what we can find out from different sources of evidence.

To find out where the Maya lived.

To understand the geography of the Maya lands.

**Art and Design**

**Self Portraits**

I can draw a portrait using the continuous line method.

I can vary the size, shape and position of the words for interest.

I can explore the way a background can change the effect of a drawing.

I can explain what I want my photo composition to be.

I can decide the best position for my line drawing when copying it onto the background.

I can use Art vocabulary to describe similarities and differences between portraits.

I can justify my opinion when discussing the message behind a self-portrait.

I can critically evaluate my work and refine if necessary.

**DT**

**Food Technology**

Work with a partner with adult supervision to make own food product.

Weigh and measure ingredients with accuracy.

Confidently and independently, follow a recipe and make simple adaptations.

Use cutting techniques that require food to be cut up finely and in evenly sized pieces.

Understand the main food groups and that different nutrients are important for health.

Know appropriate portion sizes and the importance of not skipping meals, including breakfast.

**Computing**

**Programming and Controlling**

Display and apply an understanding of how technology works, with a focus on developing computational thinking.

Understand that software relies on codes to run and that a range of different coding languages exist.

Explore different ways in which computer software can be planned.

Use computer software (Code4Kids) to plan, design and create basic software (for example a simple game), which interacts with external controllers (e.g. keyboard and/or mouse).

Using the software, control the movement and responses of different elements on screen.