

<p>SCIENCE Light</p> <p>Unit 3: Mirror, mirror Pupils should be taught to: recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>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> <p>SMSC Work in mixed ability groups, showing respect for each other's attributes. Respect and appreciate the work carried out by scientists for our benefit</p>	<p>P.E Real PE Unit 2 Social skills Dynamic balance and agility FUNS station 2 FUNS Station 6</p> <p>SMSC Build time in lessons to reflect on the talent and creativity of others</p>	<p>R.E</p> <p>UNIT QUESTION What do Christians believe about Jesus? This unit will develop pupils' knowledge about the significance of Jesus to Christians and key events in his life. It will also explore his teachings, ministry and the impact of Jesus on the lives of Christians today.</p> <p>SMSC Consider, with respect, the religious beliefs of both Hindus and Buddhists.</p> <p>PSHCE Dreams and Ambitions Understanding how to achieve dreams and overcome obstacles. To know how to achieve ambitions.</p>	<p>ART AND DESIGN:</p> <p>Drawing Using lines in observational drawings.</p> <p>Painting Explore different types of paint and its effects. Investigate different brush strokes. Learn colour theory, completing colour wheels to identify primary, secondary and tertiary colours.</p> <p>Cross-curricular Map collage of European landmarks</p> <p>SMSC Express feelings through a variety of art media. Using the environment as a source of inspiration.</p>	<p>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD - Geography</p> <p>A study of Europe, identification of countries and major cities, its human and physical features and how these compare and contrast within this area. A focused study of Italy and key aspects of its human and physical geography. Geographical skills and fieldwork including the use of maps, atlases, globes and digital mapping.</p> <p>SMSC Respect for the culture and way of life of others. Understanding of how our lives are influenced by other countries</p>
<p>ENGLISH:</p> <p>Science fiction/fantasy story Key Fiction text: A Tale of Two Robots by Roy Apps Writing outcome:To write a new episode for a story Discussion texts Key Non-fiction texts: 'Nose in a Book or Eyes on the Game?', 'How Long Should Break be?' Writing outcome:To write a balanced discussion text about whether break times are too short.</p> <p>Grammar focus: Determiners a and an Conjunctions Adverbs and adverbials Spelling focus: RWI Spelling program Handwriting: Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Cross Curricular Work poetry linked to light Class book linked to unit: Letters from an Alien Schoolboy Ros Asquith/Space Race Malorie Blackman Additional Unit: Into the Forest by Anthony Browne Writing outcome: To write a narrative from a character's point of view Grammar focus: organisation of paragraphs</p> <p>SMSC To show respect and appreciation when reading stories from a variety of cultures and traditions</p>		<p>YEAR 3 Spring 1st Half</p> <p>A European Study with a focus on Italy</p> <p>British values Assembly themes Appreciation of Christian practices Respect for different cultures- Italy Respect for other people's point of view – discussion texts Importance of staying healthy and ways to stay healthy</p>	<p>MATHEMATICS:</p> <p>UNIT 3 * add numbers mentally, including a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * recognise angles as a property of shape or a description of a turn * identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; *identify whether angles are greater than or less than a right angle</p> <p>UNIT 4 * recall and use multiplication and division facts for the 4 and 8 multiplication tables * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>UNIT 5 * recognise the place value of each digit in a three-digit number * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words * solve number problems, including missing number problems, using number facts, place value, and more complex addition and subtraction; solve practical problems * add and subtract amounts of money to give change, using both £ and p in practical contexts * draw 2-D shapes and describe them * recognise angles as a property of shape</p>	
<p>COMPUTING We are presenters – videoing performance</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Work with various forms of input and output.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>SMSC Consider the consequence of misuse..</p>	<p>DESIGN AND TECHNOLOGY:</p> <p>Designing Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, and pattern pieces Making: Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Italian food, creating a healthy balanced meal. (healthy eating mini-study) Evaluating: Investigate and evaluate a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in Design Technology have helped to shape the world.</p> <p>Technical Skills: Understand and apply the principals of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Food, preparation skills, cutting, chopping, peeling, grating. Healthy food plate.</p> <p>SMSC Evaluate own achievements and recognise and value those of others</p>	<p>FRENCH: How old am I and where do I live? Numbers 13 - 20</p> <p>Children will develop skills linked to age, where they live (town and country) and briefly cover numbers 13 – 20.</p> <p>SMSC Appreciation of another culture</p>	<p>MUSIC China and Time – exploring pitch and beat</p> <ul style="list-style-type: none"> To learn words and signs for a song to take part in sign2sing challenge. To understand the pentatonic scale. To use graphic notation with the pentatonic scale. To understand pitch through composing, notating and reading graphic notation. To perform a pentatonic song with a tuned and untuned accompaniment. To explore the pentatonic scale. To play in steps using graphic notation. To identify the metre in a piece of music. To play independent parts with more than one metre simultaneously. To identify and perform an ostinato. To improvise an ostinato accompaniment. To perform rhythmic ostinato individually and in combination. To layer rhythms. To recognise staff patterns in staff notation. <p>SMSC Learning to compose and perform together. Promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.</p>	
<p>FOCUS WEEKS: Creative Week - Artists and Designers 16th - 20th January</p>				

