

| | | | | |
|---|---|---|--|--|
| <p>SCIENCE Plants Unit 4: How does your garden grow? Pupils should be taught to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</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 PPA cover Cricket coach SMSC Build time in lessons to reflect on the talent and creativity of others</p> | <p>R.E UNIT QUESTION What do Christians remember on Palm Sunday? This unit will explore Jesus' entry to Jerusalem, and the various ways in which Palm Sunday is remembered and celebrated. SMSC Consider, with respect, the religious beliefs of Christians</p> <p>PSHCE Healthy Me Understanding how to keep our bodies healthy. Consider how to improve health</p> | <p>ART AND DESIGN: Drawing Drawing different textures using pencil: rough, smooth, soft, fluffy. Exploring 3D objects to replicate their surface. Painting Exploring water colours: how to lighten colours without using white. Cross-curricular Using 3d shapes explored for texture to make prints. 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 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. 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>Poetry Key Fiction text: 'Water Cycle' by Andrew Fusek Peters Writing outcome: To write a water-cycle poem, and participate in a class poetry performance. Explanation texts Key Non-fiction text: 'Where Does Water Come From?' Writing outcome: To write two clear explanations, then present them to the class. Grammar focus: Prefixes Spelling focus: RWI Units 6-10</p> <p>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</p> <p>Class book linked to unit:</p> <p>Funky Chickens Benjamin Zephaniah 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 - Easter Respect for different cultures- Italy Understand the need to look after others</p> | <p>MATHEMATICS:</p> <p>UNIT 6 * 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 * recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators * recognise and use fractions as numbers: unit and non-unit fractions with small denominators * compare and order unit fractions, and fractions with the same denominator * solve problems * measure, compare, add and subtract lengths (m/cm/mm)</p> <p>UNIT 7 * add numbers mentally, including a three-digit number and ones, tens and hundreds * add numbers with up to three digits, using the formal written method of columnar addition * estimate the answer to a calculation and use inverse operations to check answers * subtract numbers mentally, including a three-digit number and ones/tens and hundreds * subtract numbers with up to three digits, using the formal written method of columnar subtraction * estimate the answer to a calculation and use inverse operations to check answers * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction add and subtract amounts of money to give change, using both £ and p in practical contexts * interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, "How many more?" and "How many fewer?"] using information presented in scaled bar charts and pictograms and tables</p> | |
| <p>COMPUTING</p> <p>We are vloggers– making and sharing a short screencast presentation</p> <p>Research a topic to teach others about. Use web based research to plan and create a presentation.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</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. 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. SMSC Evaluate own achievements and recognise and value those of others</p> | <p>FRENCH: Days of the Week The Hungry Caterpillar</p> <p>Children will learn the days of week, share the story: The Hungry Caterpillar and begin to think about the sound patterns used in words through phonemes. SMSC Appreciation of another culture</p> | <p>MUSIC In the Past and Communication – exploring pitch</p> <ul style="list-style-type: none"> To understand pitch. To learn to read simple pitch notation. To understand and use pitch notations. To read simple rhythm notation. To learn a Tudor dance. To represent sounds with symbols. To use voices creatively and expressively. To create and perform from a symbol score. <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 Maths, Science and Technology Week 13-17 March 2017</p> | | | | |