

<p align="center">SCIENCE <u>Plants</u></p> <p>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 align="center">Forces and Magnets</p> <p>Unit 5: Opposites attract Pupils should be taught to: compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>SMSC *work in mixed ability groups showing respect for each other's attitudes *respect and appreciate the work carried out by scientists for our benefit</p>	<p>P.E PPA Swimming Rugby Coach SMSC *build in time in lessons to reflect on the talent and creativity of others</p>	<p align="center">R.E</p> <p>UNIT QUESTION <u>How and why do Christians show they care for others and the environment? (Faith in action)</u> This unit will develop knowledge and understanding of how individual Christians and Christian organisations put their faith in action. It will explore how people with a religious faith work hard to improve the lives of others, and care for the earth as God's creation.</p> <p>SMSC *consider, with respect the religious beliefs of Christians</p>	<p align="center">ART AND DESIGN:</p> <p>Drawing Sketches of Roman Artefacts from pictures – Children to show tone and texture.</p> <p>Painting Exploring water colours: how to lighten colours without using white. Painting in lighter and darker tones of colour.</p> <p>Cross-curricular Wax resist of Hadrian's Wall using powdered watercolours (Brusho) Roman Mosaics Roman Building Printmaking Roman Shields SMSC *show respect for other's attitudes and opinions about art</p>	<p align="center">KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD – History</p> <p>The Roman Empire and its Impact on Britain Why did Romans invade and settle in Britain? <i>Development of Empire, Caesar failed invasion 55-54 BC, Claudius AD 42</i> Why were the Romans successful in their invasion? How did life change for people in Britain following invasion? How did the people react to invasion? <i>Boudica</i> What was the impact of Roman rule on our locality? (local history study) <u>A local history study</u> SMSC *show respect and appreciation of how people in the past have influenced the lives of people today</p>
<p align="center">ENGLISH:</p> <p>Mystery Stories Key Fiction text: Smash and Grab! by John Dougherty Writing outcome: To write a new mystery story.</p> <p>Non-Chronological Reports Key Non-fiction text: 'Wanted: A New Planet' Writing outcome: To write a non-chronological report and then present it to the class.</p> <p>Grammar focus: Adverbs and word families Sentences Perfect tense Spelling focus: RWI Units 12, 13, 14, 15, homophones</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: SMSC *recognise that supporting others builds confidence and respect</p>		<p align="center">YEAR 3 Spring 1st Half</p> <p>The Roman Empire and its impact on Britain</p> <p>PSHCE/British values Assembly themes Appreciation of Christian practices – Faith in action Respect for different cultures- How the Romans changed lives of people in Britain today Understand the need to look after others Kidsafe training</p>	<p align="center">MATHEMATICS:</p> <p>UNIT 7 * 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>UNIT 8 * count from 0 in multiples of 50 and 100; find 100 more or less than a given number * recall and use multiplication and division facts for the 3, 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 and show, using diagrams, equivalent fractions with small denominators * subtract fractions with the same denominator within one whole, compare and order unit fractions, and fractions with the same denominator * measure the perimeter of simple 2-D shapes</p> <p>UNIT 9 * recognise the place value of each digit in a three-digit number * read, write, order and compare and order numbers up to 1000 identify, represent and estimate numbers using different representations * solve number problems and practical problems involving these ideas * add and subtract numbers mentally, including a three-digit number and ones/tens/hundreds * add and subtract numbers with up to three digits, using formal written methods of columnar addition and 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 * draw 2-D shapes and make 3-D shapes using modelling materials; * recognise 3-D shapes in different orientations and describe them * identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	
<p align="center">COMPUTING</p> <p>We are opinion pollsters – collecting and analysing data</p> <ul style="list-style-type: none"> 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 accomplishes given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. <p>SMSC Consider the consequence of misuse</p>	<p align="center">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 align="center">Design and make a drawstring Roman purse. (pattern pieces, stitching)</p> <p>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: Joining components together. Stitching skills, adding a drawstring. SMSC *evaluate own achievements and recognise and value those of others</p>	<p align="center">FRENCH: Weather</p> <p>Children will begin to develop French skills linked to describing the weather. They will compose and perform a rap based on the weather topic and vocabulary they have learned.</p> <p>SMSC *appreciation of another culture</p>	<p align="center">MUSIC</p> <p>Exploring structure and pitch</p> <ul style="list-style-type: none"> To learn skeleton dances and songs. To improvise using percussion. To create word rhythms. To build a skeleton dance. To listen to and sing songs to learn French vocab. To play singing games. <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 Enterprise and Careers Week 5 – 9 June 2017</p>				

