

<u>Year Three Term 4</u> <u>Plants</u>	
English	<p style="text-align: right;"><b><u>Reading for Enjoyment</u></b></p> <p><b>MAIN TEXT: Dinosaurs and all that Rubbish</b></p> <p><b>POETRY Unit 1: Poems to Perform</b> 2. Charles Causley (perform) The Puffin Book of Utterly Brilliant Poetry</p> <p><b>NARRATIVE Unit 3: Adventure and mystery - Dinosaurs and all that Rubbish</b></p> <ul style="list-style-type: none"> <li>• Re-tell the story</li> <li>• Change location/ character</li> </ul> <p><b>NON-FICTION Unit 2: Instructions-</b> making couscous / pasta (Recipes)</p>
Mathematics	<ul style="list-style-type: none"> <li>• <b>Multiplication (statistics, measures, money)</b></li> <li>• <b>2D and 3D shape incl. sorting</b></li> <li>• <b>Addition and subtraction (statistics)</b></li> <li>• <b>Fractions</b></li> <li>• <b>Position and direction</b></li> <li>• <b>Time</b></li> </ul>
Science	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?</li> <li>• Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?</li> <li>• Can they explain how they vary from plant to plant?</li> <li>• Can they investigate the way in which water is transported within plants?</li> <li>• Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?</li> </ul>
History	No history
Geography	<p><b><u>Volcanoes</u></b></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can they locate and name some of the world's most famous volcanoes?</li> </ul>
Computing	<p><b><u>Data Retrieving and Organising</u></b> <b>(Cameras, Photo Story 3 or Active Inspire)</b></p> <ul style="list-style-type: none"> <li>• Can they review images on a camera and delete unwanted images?</li> <li>• Have they experienced downloading images from a camera into files on the computer?</li> <li>• Can they use photo editing software to crop photos and add effects?</li> <li>• Can they manipulate sound when using simple recording story boarding? ( own plans)</li> </ul>
Religious Education	<p><b><u>How and why do Hindus celebrate Holi?</u></b></p> <p>Who do we think 'goodies' &amp; 'baddies' are? What happens at the Hindu festival at Holi? What other story is told at Holi? How does Holi show what Hindu people believe about God? Can we write a story which teaches the value of not giving up and bring it to life?</p>
Physical	<b><u>Striking and Fielding</u></b>

Education	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>•Can they explain why warming up is important?</li> <li>•Can they explain why keeping fit is good for their health?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>•Can they select and use the most appropriate skills, actions or ideas?</li> <li>•Can they move and use actions with co-ordination and control?</li> </ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>•Can they throw and catch with control when under limited pressure?</li> <li>•Are they aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>•Do they know and use rules fairly to keep games going?</li> <li>•Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>•Can they explain how their work is similar and different from that of others?</li> <li>•With help, do they recognise how performances could be improved?</li> </ul> <p><b><u>Gymnastics</u></b></p>
Art and Design	No art& design
Design and technology	<p><b>Cooking and nutrition-couscous/ pasta dishes</b></p> <ul style="list-style-type: none"> <li>•Can they choose the right ingredients for a product?</li> <li>•Can they use equipment safely?</li> <li>•Can they make sure that their product looks attractive?</li> <li>•Can they describe how their combined ingredients come together?</li> <li>•Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>
Music	<p><b><u>Exploring Sound Colours</u></b></p> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>•Can they play clear notes on instruments?</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>•Can they use different elements in their composition?</li> <li>•Can they create repeated patterns with different instruments?</li> </ul> <p><b><u>Appraising</u></b></p> <ul style="list-style-type: none"> <li>•Can they improve their work; explaining how it has improved?</li> <li>•Can they use musical words to describe what they like and dislike?</li> <li>•Can they recognise the work of at least one famous composer?</li> </ul> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>•Can they tell whether a change is gradual or sudden?</li> <li>•Can they identify repetition, contrasts and variations?</li> </ul>
French	<p><b><u>Listening and responding</u></b></p> <ul style="list-style-type: none"> <li>•Do they understand a range of familiar statements?</li> <li>•Do they understand a range of familiar questions?</li> </ul> <p>May need items repeated.</p> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>•Can they give short and simple responses to what they see and hear?</li> <li>•Can they name and describe people?</li> <li>•Can they name and describe places?</li> <li>•Can they name and describe objects?</li> <li>•Can they use (set) phrases?</li> </ul> <p>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</p> <p><b><u>Reading and responding</u></b></p> <ul style="list-style-type: none"> <li>•Can they read and understand short phrases?</li> <li>•Can they read aloud single words and phrases?</li> <li>•Can they use books or glossaries to find the meanings of new words?</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>•Can they copy a short familiar phrase?</li> <li>•Can they write or word-process set phrases we use in class?</li> </ul> <p>When they write familiar words from memory their spelling may be approximate.</p>
PSHE	<p>e-safety lesson</p> <p><b><u>Healthy Me</u></b></p> <p><b>Being fit and healthy</b>                      Can they make a healthy choice?</p> <p><b>Being fit and healthy</b>                      Have they eaten a healthy, balanced diet?</p> <p><b>What do I know about drugs?</b>              Have they been physically active?</p> <p><b>Being safe</b>                                      Can they keep themselves and others safe?</p> <p><b>Being safe at home</b>                          Do they know how to be a good friend and enjoy healthy relationships?</p> <p><b>My amazing body</b>                            Can they keep calm and deal with difficult situations?</p>
Enrichment	<ul style="list-style-type: none"> <li>• Use of laptops</li> <li>• Visitors- RE / Volcano experience</li> <li>• Educational visit – Kew Gardens</li> <li>• Maths week</li> </ul>

