

<u>Year Three Term 5</u>		<u>Light</u>
English		Reading for Enjoyment
	<p>Main text: Voices in the Park/ My Dad</p> <p>Poetry: Unit 1: Poems to Perform 3.Allan Ahlberg-The Puffin Book of Utterly Brilliant Poetry(perform)</p> <p>Fiction: Unit 4: Authors and Letters •A letter to the author • Retell the story of the chosen author</p> <p>Non-fiction: Unit 3:Persuasive Writing •Letter to the Head teacher persuading them to...</p>	There's a Pharaoh in the Bath! (Jeremy Strong)
Mathematics	<ul style="list-style-type: none"> • Multiplication facts (statistics) • Addition and subtraction (measures) • Multiplication and division (measures) • 2D shape incl. sorting • Assessment Week • Decimals Addition and subtraction (money) 	
Science	<p>Light</p> <ul style="list-style-type: none"> •Can they recognise that they need light in order to see things? •Can they recognise that dark is the absence of light? •Can they notice that light is reflected from surfaces? •Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? •Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? •Can they find patterns in the way that the size of shadows change? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain why lights need to be bright or dimmer according to need? •Can they explain the difference between transparent, translucent and opaque? •Can they explain why lights need to be bright or dimmer according to need? •Can they make a bulb go on and off? •Can they say what happens to the electricity when more batteries are added? •Can they explain why their shadow changes when the light source is moved closer or further from the object? 	
History	No history	
Geography	No geography	
Computing	<p>Databases</p> <ul style="list-style-type: none"> •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Can they use a branching database? (own plans) 	
Religious Education	<p>How did Jesus & Buddha make people stop and think?</p> <p>What stories, sayings and events have really made us stop and think? What is the challenge in the story of the Pharisee and the tax collector? Why do some of Jesus' sayings still make people stop & think today? How does Jesus' story of the widow's mite make us think? Who is the Buddha? What stories did the Buddha tell? What stories, sayings and events can we use to make other people think?</p>	
Physical Education	<p>Outdoor /Adventurous</p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? <p>Outdoor/ adventurous</p> <ul style="list-style-type: none"> •Can they follow a map in a familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route safely? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved? <p>Gymnastics</p>	
Art and Design	<p>Art Week-To apply their experience of materials and processes, including drawing, developing their control of tools and techniques.</p> <p>Sketch books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? 	

	<ul style="list-style-type: none"> •Can they suggest improvements to their work by keeping notes in their sketch books? <p>Drawing</p> <ul style="list-style-type: none"> •Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? <p>Painting</p> <ul style="list-style-type: none"> •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? <p>Use of IT</p> <ul style="list-style-type: none"> •Can they use the web to research an artist or style of art? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they compare the work of different artists? •Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?
Design and technology	No design and technology
Music	<p><u>The Class Orchestra Exploring Arrangements</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they play clear notes on instruments? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work with a partner to create a piece of music using more than one instrument? <p>Composing</p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? <p>Challenging</p> <ul style="list-style-type: none"> •Do they understand metre in 2 and 3 beats; then 4 and 5 beats? •Do they understand how the use of tempo can provide contrast within a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? <p>Challenge</p> <ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?
French	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand a range of familiar statements? •Do they understand a range of familiar questions? <p>May need items repeated.</p> <p>Speaking</p> <ul style="list-style-type: none"> •Can they give short and simple responses to what they see and hear? •Can they name and describe people? •Can they name and describe places? •Can they name and describe objects? •Can they use (set) phrases? <p>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</p> <p>Reading and responding</p> <ul style="list-style-type: none"> •Can they read and understand short phrases? •Can they read aloud single words and phrases? •Can they use books or glossaries to find the meanings of new words? <p>Writing</p> <ul style="list-style-type: none"> •Can they copy a short familiar phrase? •Can they write or word-process set phrases we use in class? <p>When they write familiar words from memory their spelling may be approximate.</p>
PSHE	<p>e-safety lesson</p> <p><u>Relationships</u></p> <p>Family roles and responsibilities Do they know how to make friends?</p> <p>Friendship Do they try to solve friendship problems when they occur?</p> <p>Keeping myself safe Can they help others to feel part of a group?</p> <p>Being a global citizen 1 Do they show respect in how they treat others?</p> <p>Being a global citizen 2 Do they know how to help themselves and others when they feel upset or hurt?</p> <p>Celebrating my web of relationships Do they show and know what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors- Artist • Educational visit –Art Gallery • Science Week

