

<u>Year Three Term 6</u> <u>Animals</u>	
English	Reading for Enjoyment
	<p>Main text: Aladdin Poetry: Unit 3: Language play •Q&A poem about the story •Alliterative poem</p> <p>Fiction: Unit 3 Adventure and Mystery- Aladdin •Re-tell the story</p> <p>Non Fiction: Unit 2: Non-chronological report linked to Science unit-processes in the human body</p>
Mathematics	<ul style="list-style-type: none"> • 3D shape incl. sorting • Place value (measures) • Mental calculation • Fractions • Measures • Statistics
Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> •Can they explain the importance of a nutritionally balanced diet? •Can they describe how nutrients, water and oxygen are transported within animals and humans? •Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? •Can they describe and explain the skeletal system of a human? •Can they describe and explain the muscular system of a human? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how the muscular and skeletal systems work together to create movement?
History	No history
Geography	No geography
Computing	<p><u>Algorithms and Programs</u> (Purple Mash)</p> <ul style="list-style-type: none"> •Can they experiment with variables to control models? •Can they use 90 degree and 45 degree turns? •Can they give an on-screen robot directional instructions? •Can they draw a square, rectangle and other regular shapes on screen, using commands? •Can they write more complex programs? <p>Challenging</p> <ul style="list-style-type: none"> •Can they use repeat command in logo to create a pattern?
Religious Education	<p><u>What does art, signs and symbols tell us about Christian beliefs?</u></p> <p>What symbols can be found in a Christian story? How do symbols help us remember the past? Why do Christians call Jesus the light of the world? How do Christians use symbols in their place of worship? How can we create a piece of Christian art?</p>
Physical Education	<p><u>Athletics</u> 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>Athletics</p> <ul style="list-style-type: none"> •Can they run at fast, medium and slow speeds, changing speed and direction? •Can they link running and jumping activities with some fluency, control and consistency? •Can they make up and repeat a short sequence of linked jumps? •Can they take part in a relay activity, remembering when to run and what to do? •Do they throw a variety of objects, changing their action for accuracy and distance? <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	No art& design

Design and technology	<p>Photograph Frames Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials? <p>Textiles</p> <ul style="list-style-type: none"> •Can they join textiles of different types in different ways? •Can they choose textiles both for their appearance and also qualities? <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they use equipment and tools accurately? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Can they explain what they changed which made their design even better? 												
Music	<p>Exploring Singing Games Performing</p> <ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? 												
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>Changing Me(including sex education)</p> <table border="0"> <tr> <td>How babies grow</td> <td>Do they understand that everyone is unique and special?</td> </tr> <tr> <td>Babies</td> <td>Can they express how they feel when change happens?</td> </tr> <tr> <td>Outside body changes</td> <td>Can they understand and respect the changes that they see in themselves?</td> </tr> <tr> <td>Inside body changes</td> <td>Can they understand and respect the changes that they see in other people?</td> </tr> <tr> <td>Family stereotypes</td> <td>Do they know who to ask for help if they are worried about change?</td> </tr> <tr> <td>Looking ahead</td> <td>Are they looking forward to change?</td> </tr> </table>	How babies grow	Do they understand that everyone is unique and special?	Babies	Can they express how they feel when change happens?	Outside body changes	Can they understand and respect the changes that they see in themselves?	Inside body changes	Can they understand and respect the changes that they see in other people?	Family stereotypes	Do they know who to ask for help if they are worried about change?	Looking ahead	Are they looking forward to change?
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Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors- RE • Educational visit –London Zoo • Cultural Week • Sports Days 												