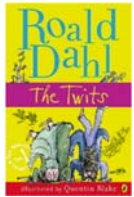

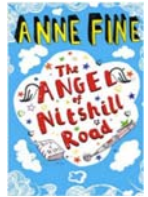

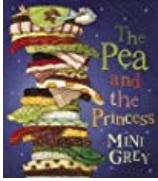
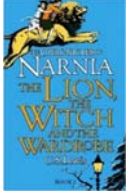
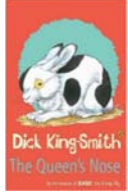
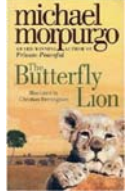



Year Three Term 4 Plants

Writing Map		Reading Spine				
English	Theme	Plants				
	Main Text	The Pea and the Princess 				
	Story plot and focus	Rags to riches Focus: description				
	Poetry Unit	Observational poem				
Non Fiction Unit	Instructions – making couscous/pasta					
Mathematics	Maths No Problem Chapter 8 Money Chapter 9 Time Chapter 10 Bar Graphs and Picture Graphs					
Science	Working Scientifically Links to the statutory programme of study: <ul style="list-style-type: none"> • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they set up simple practical enquiries, comparative and fair tests • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. Non-statutory notes & guidance: <ul style="list-style-type: none"> • Can they raise questions about factors that may impact upon plant growth? • Can they devise an investigation to compare the effect of different factors upon plant growth? • Can they observe the changes in a plant's life cycle over time? • Can they identify patterns in fruit formation/seed dispersal? • Can they observe how plants are structured to facilitate the transportation of water (e.g. the impact of coloured water upon a vase of carnations)? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 3 that topic is: Plants.</i></p> This topic requires planning for making observations throughout the school year. A suggested learning journey re making observations over time is: Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.					

	<p>Plants</p> <ul style="list-style-type: none"> • Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? • Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? • Can they explain how they vary from plant to plant? • Can they investigate the way in which water is transported within plants? • Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
History	No history
Geography	<p><i>Possible starting point / stimulus: Pictures showing the impact of an volcanic eruption A visit to the 'Volcanoes & Earthquakes' exhibit at the Natural History Museum A map showing volcanic zones</i></p> <p>Volcanoes</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they raise relevant questions for investigation? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? • Do they use correct geographical words to describe a place and the events that have happened/happen there? • Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they describe how volcanoes are formed? • Can they confidently describe physical features of a locality? • Can they locate information on maps and in atlases by using contents, glossary and indexes? • Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? • Can they identify the characteristics of a location/region and explain why those features/physical characteristics are present? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain how the lives of people living near a volcano would be different from their own? • Can they recognise how buildings might be constructed in order to make them 'Volcano proof' or why there might be few habitable old buildings? • Can they identify the risks of living by a Volcano and compare these to the risks of living somewhere like Canning Town? • Can they compare the differences between landscape features by a volcano & the local area? • Can they describe how volcanoes have an impact on people's lives? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name and locate some well-known European and North/South American countries/states? • Can they explain why certain places are more prone to volcanic activity than others? • Do they understand how volcanic activity has influenced the nature/physical features of a region over time? • Can they identify any patterns/relationships in the distribution of regions prone to earthquakes & those regions that are prone to volcanic activity? • Can they identify any reasons for the relationship between the patterns of distribution of regions that experience volcanic activity and earthquakes? • Can they locate and name some of the world's most well known volcanoes? • Are they aware of & can they locate the regions of the world that are most prone to volcanic activity on a map/in an atlas? • Can they identify any patterns relating the regions that are prone to volcanic activity & those regions that are not?
e-safety	<p>Knowledge & understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. cross-checking? • Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they understand that copyright exists on most digital images, video and recorded music? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know how to report an incident of cyber bullying?

	<ul style="list-style-type: none"> •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> • Do they follow the school’s safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? <p>Can they use different search engines?</p>
Computing	<u>Blogging J2E j2e5</u>
Religious Education	<p><u>How do Jews celebrate their beliefs at home and in the synagogue?</u></p> <p>How and why do Jews celebrate Rosh Hashanah? Why and how do Jews celebrate Sukkot? What do many Jews do each day to express their beliefs? What special objects would you see outside and inside a Jewish home? Why do Jews celebrate Shabbat, and how? What does the Torah mean for Jewish people? How do Jews express beliefs in a Synagogue?</p> <p>Place of worship visit to the Synagogue</p>
Physical Education	<p><u>Striking and Fielding</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <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>Striking and Fielding</p> <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? <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><u>Swimming</u></p> <ul style="list-style-type: none"> • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? <p>Challenging</p> <ul style="list-style-type: none"> • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance?
Art and Design	No art& design
Design and technology	<p><u>Cooking and nutrition-couscous/ pasta dishes</u></p> <ul style="list-style-type: none"> •Can they choose the right ingredients for a product? •Can they use equipment safely? •Can they make sure that their product looks attractive? •Can they describe how their combined ingredients come together? •Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?

Music	<p><u>Exploring Sound Colours</u></p> <p><u>Performing</u></p> <ul style="list-style-type: none"> •Can they play clear notes on instruments? <p><u>Composing</u></p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? <p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? <p><u>Challenge</u></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><u>Listening and responding</u></p> <ul style="list-style-type: none"> •Do they listen and show understanding of single words through physical response? •Do they listen and identify rhyming words and particular sounds in songs and rhymes? •Do they recognise a familiar question? •Do they join in with actions to accompany familiar songs, stories and rhymes? <p><u>Speaking</u></p> <ul style="list-style-type: none"> •Do they repeat words modelled by a teacher? •Do they respond to a familiar question with a simple rehearsed response? •Do they name objects and actions and link words with a simple connective? •Do they name nouns and present a rehearsed simple statement? •Do they use strategies for memorisation of vocabulary? <p><u>Reading and responding</u></p> <ul style="list-style-type: none"> •Do they identify individual sounds in words and pronounce accurately? •Do they start to recognise the sounds of some letter strings? •Do they read and show understanding of familiar single words? •Are they familiar with the layout of a bi-lingual dictionary? •Do they write and say simple familiar words to describe people, places, things and actions using a model? •Do they write single familiar words from memory with understandable accuracy? <p><u>Writing</u></p> <ul style="list-style-type: none"> •Do they use strategies for memorisation of spelling? <p><u>Grammar</u></p> <ul style="list-style-type: none"> •Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages?
PSHE	<p>e-safety lesson</p> <p><u>Healthy Me</u></p> <p>Being fit and healthy Can they make a healthy choice?</p> <p>Being fit and healthy Have they eaten a healthy, balanced diet?</p> <p>What do I know about drugs? Have they been physically active?</p> <p>Being safe Can they keep themselves and others safe?</p> <p>Being safe at home Do they know how to be a good friend and enjoy healthy relationships?</p> <p>My amazing body Can they keep calm and deal with difficult situations?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors- RE / Volcano experience • Maths week Royal Naval College Pattern and Shape • Place of worship visit to the Synagogue