

Y3 Term 5

English	Narrative: Flotsam	Play script: The Twits	Maths	Fractions and properties of shape
Science: Plants				
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers *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 *investigate the way in which water is transported within plants <u>Scientific Enquiry Skills</u> *with support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves. *plan an enquiry, such as comparative or fair test, e.g. comparing how reflective different materials are. *set up a comparative test, e.g. how far things move on different surfaces *use various equipment, as instructed, e.g. data loggers *use standard measurements when taking measurements, e.g. measuring distances between a light source and an object. *with prompting, gather and display evidence in various ways, e.g. comparing properties of solids, liquids and gases. *with prompting, draw and label diagrams, e.g. to show how muscles work in pairs. *with prompting, use tables to record evidence, e.g. recording how far a car travels on different surfaces. *indicate findings from an enquiry that could be reported, e.g. relating to investigating which materials are magnetic. *with prompting, write a conclusion based on evidence, e.g. the size of shadows through the day. *suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. *recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets. *with support, use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances. <u>Notes and guidance (non-statutory)</u> <i>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</i> <i>Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</i> <u>Pupils might work scientifically by:</u> --comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser -discovering how seeds are formed by observing the different stages of plant life cycles over a period of time -observing how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.				

Geography: The UK

NC objectives from the curriculum progression

Children will be taught to:

Geographical Knowledge

*name and locate counties, cities and geographical regions of the United Kingdom

*recognise the identifying human and physical characteristics of the areas studied (Margate; and Central London)

Geographical Knowledge

*describe and understand key aspects of physical geography including: rivers, mountains and the water cycle

*describe and understand key aspects of human geography, including: types of settlement and land use

*understand geographical similarities and differences through the study of human and physical geography of two regions of the United Kingdom (Margate; and Central London)

Geographical Enquiry

*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

*use the eight points of the compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom, particularly the areas studied

*use a range of methods including sketch maps, plans and graphs, and digital technologies

*use fieldwork to observe, measure, record and present the human and physical features in the local area

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Explanations	Measuring shadows	Holy Trinity Church visit (Art) Canterbury Cathedral stained glass workshop?

Art/DT: 'Stained Glass' collage with translucent materials

Children will:

Appreciate and Gain Knowledge

*research stained glass windows:

-visit Holy Trinity church

-youtube film of Canterbury Cathedral stained glass windows (possible workshop)

-Matisse's chapel – online films and images; book

*learn about how and why stained glass windows are made <https://www.canterbury-cathedral.org/learning/resources/how-did-they-build-that/stained-glass/>

*write a short description of how their collage was made, referring to tools, techniques and materials

Research and Design

*use online research, books and visit to formulate ideas for a 'stained glass window'

*record research and ideas using sketches and annotations

Experiment and Create

*experiment with attaching materials and effects created by:

- layering materials

- the sun shining through the materials at different times in the day

*produce a 'stained glass' style collage, using materials and form to create specific effects

Evaluate

*express and justify opinions of the stained glass windows viewed

*compare and contrast the traditional styles with those of Matisse

*evaluate their work in progress in order to improve it

*evaluate finished collages

ICT: We are programmers: use Hour of Code website for programming and for correcting bugs

Children will be taught:

Computer Science

Work through Hour of Code activities

Extension - Scratch

- *to design and write a program using a block language, without user interaction.
- *to investigate on-screen simulations of physical systems.
- *to create an on-screen program with a sequence of commands or blocks in an appropriate order.
- *to create a program that produces output on screen
- *to be able to explain a simple, sequence-based algorithm in their own words.
- *to identify errors in programs by reasoning logically about the program code.

Digital Literacy

*how to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school.

E-safety – Privacy and Security (Project Evolve)

PSHE: The Wider World: Differences

Children will be taught:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L12. to consider the lives of people living in other places, and people with different values and customs

French: Little Red Riding Hood

Children will be taught how to:

- *listen to and understand to a familiar fairy tale (Little Red Riding Hood) in French.
- *use picture and word cards to recognise and retain key vocabulary from the story.
- *name and spell at least three parts of the body in French as seen in the story.

PE

Indoor PE

Real PE

(Multi-Ability Focus: Social)

Outdoor PE

Striking and Fielding

(Multi-Ability Focus: Personal)

Music

Music Express: Exploring Pentatonic Scales

Learning to play the ocarina: Ocarina Workshop

RE: What do different people believe about God? (Christians and Muslims)

This unit will enable children to:

- *retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).
- *describe some of the ways in which Christians Hindus and Muslims describe God (A1).
- *consider and evaluate the significance of prayer in the lives of people today (A1).
- *describe the practice of prayer in the religions studied (A2).