Y3 Term 6

English	Born to Run	Persuasive text	**Maths**	Measurement and statistics

Science: Plants

NC objectives from curriculum progression

Children will be taught to:

Scientific Knowledge

*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

Scientific Enquiry Skills

*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 solods, 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.

Notes and guidance (non-statutory)

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.
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.

Pupils might work scientifically by:

--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 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
	Data collection for fieldwork	Fieldwork: What are the similarities and differences between Margate and Central London?

Art/DT: Water Paintings (Acrylics/Monet)

Children will:

Appreciate and Gain Knowledge

*research Monet; explore and describe his water-themed paintings

*learn about how Impressionist painters used the technique of 'broken colour' to create the sensation of light in their paintings

Research and Design

*use research to select and formulate ideas for a water-themed painting

*record research and ideas using sketches and annotations

Experiment and Create

*experiment with creating textured brush strokes

*experiment with creating the effect of light by using different shades of colours

*produce a water-themed painting, using elements of the 'broken colour' technique

Evaluate

*express and justify opinions of selected Monet paintings

*evaluate their work in progress in order to improve it

*evaluate finished paintings

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 – Copyright and Ownership (Project Evolve)

PSHE: Keeping Safe: Road and Water Safety

Children will be taught:

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

French: I can…

Children will be taught how to:

*recognise some common French verbs/activities.

*use these verbs to convey meaning in English by matching them to their appropriate picture.

*use these verbs in the infinitive with je peux...

PE

Indoor PE

Real PE

(Multi-Ability Focus: Personal)

Outdoor PE

Outdoor Athletics

(Multi-Ability Focus: Social)

Music

Music Express: Exploring Pentatonic Scales

Learning to play the ocarina: Ocarina Workshop Wider Opportunities: Recorders

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).