

Science – Objectives

- Recognise that environments can change and that this can sometimes pose dangers to living things,
- Making systematic and careful observations and, where appropriate, taking accurate measurements,
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions,
- Recognise that living things can be grouped in a variety of ways,
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment,
- Recognise that environments can change and that this can sometimes pose dangers to living things,
- 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,

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Activities – Science

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions,
Identifying differences, similarities or changes related to simple scientific ideas and processes,
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables,
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions,
Setting up simple practical enquiries, comparative and fair tests,
Draw whole plants using close observation and art crayons to blend and match colours,
Spot differences in the health of seedlings and begin to think about reasons and investigate the way in which water is transported within plants.

Maths – Objectives

Pupils can solve addition and subtraction problems in different contexts (including extracting the necessary information from graphs, charts and tables), appropriately choosing and using number facts, understanding of place value and counting. They can explain their decision-making and justify their solutions.

Pupils can represent fractions as numbers and explain and show how they know that for unit fractions, as the denominator increases, the size of the number decreases.

Pupils can explain and represent multiplication as both repeated addition and scaling; and division as both sharing (including finding fractions), and grouping. They use this understanding to derive facts and solve problems.

Pupils can recognise and identify horizontal and vertical lines and pairs of perpendicular and parallel lines and justify their thinking. They can identify acute, obtuse and right angles in the context of a 2-D shape and justify their thinking.

Pupils can explain and show how and when their counting is useful for adding and subtracting. They can explain and show how to tell the time and use knowledge of different units of time to solve problems

Physical Education Objectives

Focus : Multiskills – outdoor education where possible
Travel in different ways with confidence and control
Can send and receive objects
Improve on travel with confidence and skill around, under, over and through climbing equipment
Improve on jumping from different heights
Shows some agility, balance and coordination with control
Shows awareness of space adjusting speed and direction
Improve on controlling objects with pushing, patting, throwing, catching, and kicking
Avoid, chase and dodge
Make up simple games.

RE – Objectives

RE Objectives

How do festivals and worship show what matters to a Muslim?

How do festivals and family life show what matters to Jewish people?)

To learn of two Pillars; prayer (salah) and fasting (sawm), using a more in-depth study of a text from the Qur'an to deepen understanding about God and the Prophet.

To explore the importance of the family and home in Judaism.

Activities – RE

Design a prayer mat describing three ways in which Muslims pray

Label the main features of a mosque and be able to say how they are used

Create a fact file with illustrations for both a Muslim and a Jewish festival

Computing – Objectives

Spreadsheets – exploring different features of spreadsheets and create a table and block graph using a spreadsheet.

Logo – Learning common commands and constructs of the Logo programming language and developing their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.

Coding – algorithms, creating computer programme with different features and debugging.

Forces of Nature Class 3C

Design and Technology – Objectives

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. To use running stitch and over stitching techniques.

Activities – Design and Technology

Explore different sewing techniques used to attach components such as zips, poppers and buttons to materials. To design and create a book sleeve.

French – Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Develop accurate pronunciation and intonation of familiar words phrases.

Activities – Geography

Looking at how the movement of tectonic plates can cause natural disasters such as volcanic eruptions, earthquakes and tsunamis.

Study how countries can respond to a natural disaster and why they respond in these ways.

Think about how a country's position on the Earth changes its likelihood of experiencing natural disasters – focussing on North America

Discuss how human activity can affect natural disasters, both mitigating and exacerbating them.

English – Objectives

Reading

- Identify themes and conventions in a wide range of books.
- Discussing words and phrases that capture the reader's interest and imagination.
- Drawing inferences such as inferring characters' feeling, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than 1 paragraph and summarising these.

Speaking & Listening

- Perform a scene from a script they have written based on a text.

Writing and Grammar

- Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.
- Draft and write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices such as sub-headings.
- Proofread for spelling and punctuation errors.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Using conjunctions, adverbs and prepositions to express time and cause
- Using and punctuating direct speech

Activities – English

- Write and perform a script adapting a scene from the book *The Wizard in My Shed*
- Write a newspaper article inspired by the examples that appear in the book *I was a Rat*
- Write a biography of a woman from history inspired by the *Fantastically Great Women* series
- Write an epistolary story inspired by *The Day the Crayons Quit*

Art and Design – Objectives

Use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Art and Design Activities

Look at North American landscape artworks by Leonid Afremov and explore his impressionistic painting style. Focussing on using paint. To look at James Ayers' fine art portrayals of Native American people and infer what life was like living in North America for these clans. Focussing on using pencil and pastels.

Geography – Objectives

- Describe and understand key aspects of physical geography including volcanoes, tornadoes, tsunamis and earthquakes.
- Use key vocabulary to demonstrate knowledge and understanding including technical vocabulary.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Locate the world's countries, using maps to focus on key areas studied, concentrating on environmental regions and key physical and human characteristics;
- Explore similarities and differences comparing the physical geography of a region of the UK and a region of North America;