

Science		History (Geography theme)		Geography	
Working scientifically	Knowledge	Concept	Knowledge	Concepts	Knowledge
<p>Taps: Plant labelling and question raising</p> <p>Plan: Raise their own questions about what they notice</p> <p>Do: Observe a variety of different plants and the parts of these plants. Identify differences and similarities.</p> <p>Record: Record findings using labelled diagrams.</p> <p>Evaluate: Draw simple conclusions and share these in a report using scientific language.</p>	<p>Plants What are the functions of the different parts of plants, including roots, stems, leaves, trunk and flowers? What is the life cycle of a flowering plant? (including flowering plants, pollination, seed formation and seed dispersal) What are the requirements of plants for life and growth? (air, light, water, nutrients from soil and room to grow) How does this vary from plant to plant? How is water transported through the plant?</p>			Place	What are the names of the counties and major cities of the United Kingdom? What are the topographical features of these areas?
				Location	What are the names of the counties and major cities of the United Kingdom?
				Geographical skills and field work	Ask and begin to initiate geographical questions Use books, atlases, pictures and internet as sources of information Use letter/no coordinates to locate features on a map Locate places on a large scale map Begin to identify points on maps A, B and C
<p>Vocabulary Bulb Germination Pollination Carbon dioxide Evergreen Deciduous</p>	<p>Dispersed Transported Roots Stem Trunk Fertilisation Nutrients</p>			Environment	How have some of these places changed over time?
				Physical and human processes	What are their identifying human and physical characteristics? What are the land use patterns?
				Vocabulary	Countries, cities, sources, atlas, features, topographical, large scale, coordinates

Art and Design	
Artist/s	Paul Cezanne - 1839–1906 Still life paintings Vincent Van Gough – 1853-1890 - Sunflowers William Morris – 1834-1896 – textile designer
Area of Study/activities	<p>Visual:</p> <p>A. Compare the still life paintings/drawings by various artists, include those in black and white and colour. Use the sketch book to consider ideas for their own art work.</p> <p>B. Research the designs of William Morris. Observe how he uses repeating patterns to create his textile designs. Consider ideas for own art work in sketch books.</p> <p>Technical:</p> <p>A. Choose a style for own art work. Decide the focus of the art (flowers in a vase/fruit etc.). Position the model items. Use the sketch book to show the position of the items. Choose the media to use for the art work (paint, crayon etc.)</p> <p>B. Using leaves or /and flowers to print your repeated pattern design.</p> <p>Personal and conceptual: In sketch books share what you like about your finished work and what would have made it better. How does it compare to the original sketches?</p>
Vocabulary	Still life, light, shadow, printing, textiles, texture, layers
Art form	Drawing/painting Printing



Year 3

Theme 3

Back to Nature?

Music (Charanga)	
Charanga	Theme 3
Title	Bringing us together
Style	Disco (see Charanga for lesson planning)
Theme	Disco, friendship, hope and unity
Performance	Singing to care home

		focusing on wonder.				Reasoning with fractions of an amount
The Big Book of the UK Imogen Russell Williams	Meerkat Mail Emily Gravett	Write informal postcards about their trips around the different countries and cities (cross curricular linked to Geography)	Tableau to highlight body language showing if a place visited is liked or disliked. Turn this into writing to use in postcard.	Non-fiction	Writing to inform Class book of postcards	Measurement: Mass and Capacity Use scales Measure mass in grams Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Add and subtract mass Measure capacity and volume in millilitres Measure capacity and volume in litres and millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume
Grammar	Formation of nouns using a range of prefixes. A/an. Expressing time, place and cause using conjunctions, adverbs or propositions. Paragraphs. Using the present perfect form of verbs. Commas in lists. Bullet points Possessive apostrophe, present perfect tense, paragraphs around a theme, adverbs and commas after fronted adverbials.					
Punctuation	Direct speech, commas					
Spellings	Spell words that are often misspelt, spell further homophones, continue to learn the word list for years 3 and 4					