

Area of Learning: Science - Habitats

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 how the habitat changes throughout the year

explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Water Cycle

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line

Working scientifically

use different types of scientific enquiries to answer questions

set up simple practical enquiries, comparative and fair tests

make systematic and careful observations and using a range of equipment

gather, record, classify and present data in a variety of ways to help in answering questions
report on findings from enquiries

use results to draw simple conclusions

use evidence to answer questions or to support their findings

record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Y3 Local Area and Habitats



Area of Learning Art Landscapes

create sketch books to record their observations and use them to review and revisit ideas

improve their mastery of art and design techniques, including drawing and painting with a range of materials (for example, pencil, paint, watercolours)

learn about great artists – Monet, Turner, George Inness

Area of Learning DT Making sandwiches

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

select from and use a wider range of ingredients, according to their functional properties

investigate and analyse a range of existing products - breads

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Area of Learning: Music – Play it again and Rhythmical Patterns

use their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes

develop understanding of pulse, rhythm and ostinato

listen with attention to detail and recall sounds with increasing aural memory

Area of Learning: Geography – Local area

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

identify human and physical characteristics around rivers

understand how some of these aspects have changed over time – transportation, habitats, energy, land use, buildings, human use of.

local walk - use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, and photography

explain how rivers erode, transport and deposit materials producing particular landscape features

Area of Learning P.E. Net and Wall games, Dance and Gymnastics

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control

perform dances using a range of movement patterns

compare their performances with previous ones and demonstrate improvement to achieve their personal best

Area of Learning: PSHE**Teeth**

understand that humans have different types of teeth and they help us in different ways when we eat.

learn about the function and care for teeth.

learn to identify why it is very important to keep our teeth healthy.

explain what I need to do to look after my teeth.

Taking responsibly for my healthy body

learn about the need for food for activity and growth. Name the common food groups. Understand that a varied diet is needed to keep healthy. Learn that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.

Area of Learning: Computing**We are communicators:**

develop a basic understanding of how e-mail works

gain skills in using e-mail

be aware of broader issues surrounding e-mail including 'netiquette' and e-safety

work collaboratively with a remote partner

experience video conferencing

Area of Learning: RE

Do Sikhs think it is important to share?

Learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing.

What is the best way for a Sikh to show commitment to God?

Learning to understand different ways that Sikhs show their commitment to God. Compare their practices to explore which shows the most commitment.

Area of Learning: French

listen attentively to spoken language and show understanding by joining in and responding

listen and respond to simple rhymes and songs

recognise and respond to sound patterns and words

perform simple communicative tasks using single words, phrases and short sentences

listen attentively and understand instructions, everyday classroom language and praise words

recognise some familiar words in written form

make links between some phonemes, rhymes and spellings, and read aloud familiar words

experiment with the writing of simple words

locate country/countries where the language is spoken

identify social conventions at home and in other cultures