

Class:Y3	Curriculum Theme . . . Fabulous Plants and South America, Rio and South East Brazil					Value exploration: The rule of Law		1
Local		Engaging			Aspiring/ambitious		Power	
<ul style="list-style-type: none">- Looking at human and physical features around our area.- Visit the local Chacewater community gardens to look at different plants		<ul style="list-style-type: none">- Practically hands-on science experiments that bring learning to life.- Learning will take place inside and outside to ensure a variety of learning environments.			<ul style="list-style-type: none">- Celebrating diversity in other parts of the world, linking how trade directly impacts to how we live.		<ul style="list-style-type: none">--	
		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	7
Geography	Revisit learning from Climate Zones in Spring 1. To be able to locate and name the countries in South America. As well as recognising human and physical features, comparing Brazil to the UK.	Where in the world is South America? -Locate South America on a world map and locate some of its features (human features and Physical features) -Link to equator, compare to UK	What countries make up South America? -Locate South American countries and capitals -compare the time difference between the UK and them.	What are the similarities and differences between Brazil and the UK? -population -landscape	What are the main human and physical features of Brazil and South East Brazil? -look at photographs and information texts	To identify trade links with South East Brazil -daily life		Geography
Science Plants	Previous learning - Year 1&2 Identify and name the key parts of a plant and name the main elements of what a plant needs to grow.	To identify and describe the functions of different parts of flowering plants:	To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow	To investigate the way in which water is transported within plants	To explore the part that flowers play in the life cycle of flowering plants, including	To explore the part that flowers play in the life cycle by ordering and describing the		Science

			<p>What do plants need to grow? Will a plant live if you take away light, water, soil and warmth?</p>		<p>Interpret results draw conclusions</p> <p>- What happens to celery when it is left in a glass of coloured water?</p>		
<p>Computing Desktop Publishing</p>	<p>This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.</p>	<p>To recognise how text and images convey information</p> <p>-Explain the difference between text and images</p> <p>-Recognise that text and images can communicate messages clearly</p> <p>-Identify the advantages and disadvantages of using text and images</p>	<p>To recognise that text and layout can be edited</p> <p>-Change font style, size, and colours for a given purpose</p> <p>-Edit text</p> <p>-Explain that text can be changed to communicate more clearly.</p>	<p>To choose appropriate page settings</p> <p>-Explain what 'page orientation' means</p> <p>-Recognise placeholders and say why they are important</p> <p>-Create a template for a particular purpose</p>	<p>To add content to a desktop publishing publication and Choose the best locations for my content</p> <p>-Paste text and images to create a magazine cover</p> <p>-Make changes to content after I've added it</p>	<p>To consider how different layouts can suit different purposes</p> <p>-Identify different layouts</p> <p>-Match a layout to a purpose</p> <p>-Choose a suitable layout for a given purpose</p>	<p>To consider the benefits of desktop publishing</p> <p>-Identify the uses of desktop publishing in the real world</p> <p>-Say why desktop publishing might be helpful</p> <p>-Compare work made on desktop publishing to work created by hand</p>
<p>Art Secondary colours</p>	<p>Children can use their prior knowledge about mixing primary colours to create different colours and tones. They will also use their learning skills of how to hold a paint brush and use it effectively.</p>	<p>To study John Dyer's paintings and how he has mixed colour to create different tones</p> <p>-spiritual amazon rainforest</p>	<p>To create a collage of outlines using different drawing tools</p> <p>-Visit to the local gardens to draw pictures from observation</p>	<p>To be able to create different tones and tints of a chosen colour</p>	<p>To be able to create a painting of plants, using different tones and tints to show shadow and light.</p>	<p>To be able to compare their work to John Dyer's work comparing colours and tone.</p>	
<p>Music</p>	<p>Children will learn a variety of technical</p>	<p>To be able to</p>	<p>To be able to use tonematrix to</p>	<p>To be able to use tonematrix to</p>	<p>To be able to access the</p>	<p>To be able to use the chrome</p>	<p>To use Chrome Music Lab to</p>

Red Riding Hood		To be able to listen and retell parts of Red Riding Hood in French	vocabulary cards and picture cards to retell Little Red Riding Hood in French	learn parts of the human body and link it to the story of Little Red Riding Hood	create a character for the story of Little Red Riding Hood and label it with the correct body parts.	create a story map of Little Red Riding hood using descriptive words learnt in French.		
RE 2.2 PEOPLE OF GOD: What is it like to follow God?	The children will learn about The Old Testament and will discuss who the children of Israel are and why their relationship with God was important.	To be able to make clear links between the story of Noah and the idea of covenant	To be able to explain the similarities between the story of Noah and how we live in school and the wider world	To be able to make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	To be able to make clear links between the story of Abraham and the concept of faith	To be able to explain what it is like for Christians to follow God.		
RSHE	Revisit learning from Brilliant Bodies - Autumn 1 Eating healthy	The power of sleep Why sleep is important for our health and wellbeing How to get enough good quality sleep.	Different types of food that makes up a healthy diet Why is it important to eat a healthy diet?	Germes and how they can make us unhealthy and unwell How viruses spread and how to prevent them from doing so What can we do to keep our bodies clean and free of germs				
PE Strike and field		Sending and receiving a tennis ball as a team to reach a target	Use an overarm throw towards a target	Develop batting (cricket bat) and bowling technique	Develop fielding technique	defence tactics to protect wicket	Use and apply batting, bowling and fielding skills to play a simple striking and fielding game (rounders)	
Real PE - unit 4 creative	To learn fundamental skills of dynamic balance	With your partner, move	Maintaining balance on a line	Maintaining balance on a line	Maintaining balance on a line	Maintaining balance on a line		



Class text: Bill's frock



Shared Reading text: The Penguin in Lost Property by Jan Dean