

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Three	Term: Autumn	Whole Class Text (s):	Theme:
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English: See English Long-Term Plan	Maths: Follow White Rose Maths
RE Autumn 1 2.7 - What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> • Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each. • Describe how one hymn or song shows specific Christian beliefs or teaching. • Describe two things that might be hard or a challenge about being a Christian. • Give reasons why Christians and others help other people. • Note similarities and differences between the reasons that religious people and on religious people give for helping people. • Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Stone Age</p> <p>What was life in Britain like in the Stone Age? How did it impact life?</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> • Discuss the scale of history. • Understanding of how a timeline works <ul style="list-style-type: none"> • Use dates and terms related to the time period and passing of time • Understanding historical periods through time • Prehistory—everything before civilisation occurred (less developed and no source of writing) - evidence—archaeology. • Use a variety of sources when researching <ul style="list-style-type: none"> • Understand what we can learn from archaeology • Use research skills to find answers to specific historical questions (secure understanding of what life was like for people during these periods) <ul style="list-style-type: none"> • Tools • Homes • Food (introducing agriculture) • Subject related vocabulary as well as century, decade, BC and AD, settlement. 	<ul style="list-style-type: none"> • Use a timeline within a specific period of history to set out the order that things may have happened <p>Present work in chosen format relating to the enquiry questions</p>

Geography	Locational Knowledge	<ul style="list-style-type: none"> • Develop knowledge of globally significant places • Describe and understand key aspects of climate zones • Identify the position and significance of latitude, longitude, hemispheres, tropics , arctic and Antarctic circle. • Locate the worlds countries –focus Europe 	<ul style="list-style-type: none"> • Identify the equator, Northern and southern hemispheres on a globe and map. • Identify lines of latitude: tropics of Cancer, Capricorn , Arctic and Antarctic circles on a map and globe. • Identify the key climate zones in relation to the equator. • Identify lines of longitude in relation to Greenwich • Identify our place geographically within Europe • compare how the global position of major European capitals effects climate and time-zone in relation to the UK. • Contrast life in a temperate country to that of life within the arctic circle. 	<p>Label the major lines of latitude on a map</p> <p>Label the major European countries on a map of Europe.</p> <p>Visit the people of the arctic circle (Bruce Parry) and write a letter home about your visit.</p>
Art	<p>Drawing</p> <p>Watercolours – Georgia O’Keefe</p>	<p>Use a sketchbook (Arts Log) for different purposes, including recording observations, planning work and developing ideas.</p> <p>Find out about Georgia O’Keefe (link back to Yayoi Kusama Y1) and her work.</p> <p>Take time to reflect upon what they like and dislike about their work in order to improve it.</p>	<p>Experiment with ways in which shading and surface detail can be added to drawings, using different grades of pencil and other implements to create successfully draw 3D shapes.</p> <p>Paint with watercolours using correct tools e.g. thin brush on small pictures, thicker brush for less detailed work and washes.</p> <p>Mix colours independently, using tints and shades.</p>	<p>Experiment with shading, hatch, cross-hatching with range of drawing media.</p> <p>Successfully draw 3D shapes.</p> <p>Explore watercolour techniques</p> <p>Watercolours of flowers</p>

DT	Food sandwiches	<ul style="list-style-type: none"> • Awareness of food available – seasonality , production methods. • Developing knowledge and ability to use kitchen equipment independently • Understanding of sweet and savoury • Secure understanding of instructions and how to follow 	<ul style="list-style-type: none"> • To follow a step-by-step plan choosing the right equipment and materials • To select the most appropriate tools and techniques for a given task • Describe how different food and ingredients come together 	<p>Children will design and make a sandwich How and why do the available ingredients differ?</p> <p>Pupils should show understanding of nutrition, cooking methods and availability of ingredients.</p>
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COMPUTING

Online Safety

Online safety should be revisited on multiple occasions **throughout the year**, both during and beyond specific Computing lessons. Reputable, age and stage appropriate resources such as those produced by the NSPCC and CEOP can be used to support regular teaching in this area.

In Year 3, children will also be taught Lessons 1, 2 and 5 of the ‘Be Internet Legends’ programme.

End of KS2 objective:

Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing	Everyone Can Code Early Learners		Deconstruct a large problem or task into smaller steps. Create a sequence of commands and repeat that sequence using a loop.	Test and debug instructions and code.
	Loops	Identify a loop in code.		
	App Design	<ul style="list-style-type: none"> • Reinforce the idea that apps are on multiple devices, including phones, watches, tablets, computers and TV. 	Analyse a familiar app.	Say who an app is for, what it does and why it was made.
	Everyone Can Create Early Learners Music 3: Recording your voice	Record their voice using the Audio Recorder.	Add vocal effects and musical loops to create a mood. Adjust the volume, length and placement of recorded tracks.	Record their story and then share it with an audience.

Science	<p>Animals including humans</p> <p>Forces and magnets</p>	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <i>Compare how things move on different surfaces.</i> <i>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</i> <i>Observe how magnets attract or repel each other and attract some materials and not others.</i> <i>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</i> <i>Describe magnets as having 2 poles.</i> <i>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</i> 	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <ul style="list-style-type: none"> Create a food menu outlining healthy and nutritional food choices Design own investigation on magnets. <p>Child led investigation, ask own question. Design experiment and perform, record results and evaluate.</p>
Music				
PE dance		Gymnastics	<ul style="list-style-type: none"> Select and use skills and ideas with co-ordination and control Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner Pupils show that they understand tactics and composition by starting to vary how they respond Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions work well on their own and contribute to pair sequences 	<p>put together sequences involving a variety of body shapes and other gymnastic movement such as jumping.</p>

		<p>Dance</p> <p>Swimming</p>	<ul style="list-style-type: none"> • Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different. • stimuli through their use of language and choice of movement • Incorporate different qualities and dynamics into their movements • explore and develop new actions while working with a partner or a small group • Pupils show that they understand tactics and composition by starting to vary how they respond • Apply basic compositional ideas to create dance which convey feelings and emotions • link actions to make dance phrases, working with a partner and in a small group • perform short dances with expression, showing an awareness of others when moving • describe what makes a good dance phrase <ul style="list-style-type: none"> • 25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together. • Use their arms and legs in the correct manner for the chosen stroke. 	<p>choreograph their own sequences and routines or from the dance teacher, performing individually and with a partner.</p> <p>Children are working towards achieving their next distance or skills award depending on their stage of swimming.</p>
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Three	Term: Spring	Whole Class Text (s):	Theme:
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
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RE	
<p>Spring 1</p> <p>2.1 - What do different people believe about God?</p> <ul style="list-style-type: none"> • Describe some things we cannot see but do believe in. • Give simple reasons for their own ideas and metaphors about God. • Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? • Give simple reasons for their own views and ideas about God. • Think of reasons why some people believe in God and some do not. • Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God • Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah • Describe the Shahadah, the Muslim statement of faith in one God • Describe the symbolism of Hindu murtis / statues of the gods and goddesses. • Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. • Know some of the artefacts religious people might use when they talk to God or pray. • Understand that prayer is a way religious believers believe they can communicate with God. • Consider questions such as 'Why is it hard to talk about God?' • Describe, with examples, the influence believing in God has on the lives of believers. 	<p>Spring 2</p> <p>2.5 - Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> • Make links between beliefs about Jesus and the celebration of Easter. • Make links between the symbols used by churches and Christians in holy week and the celebration of Easter. • Make links between the symbols on a seder plate and their meaning. • Make links between the story of Lakshmi and practices at Divali. • Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach. • Identify similarities and differences between the way two Christian denominations celebrate Easter. • Identify similarities and differences between the celebration of two festivals. • Identify some of the celebrations that form a part of my own life. • Make links between things that are important in our community and celebrations that are held or could be held.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Bronze - iron age</p> <p>How did life in Britain change from the Stone age to the Iron age?</p> <p>(Why is metal a big step forward?)</p> <p>How did it impact life?</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> • Understanding of how a timeline works • Use a variety of sources when researching • To research in order to find similarities and differences between periods of history <ul style="list-style-type: none"> • Tools / Homes / Food (introducing agriculture) • Know that the Bronze Age lasted around 1700 years • Know that the Bronze age was called the Bronze Age because humans started making tools from bronze (an alloy made from copper and tin) • Know that bronze was used for tools, weapons and armour as well as building materials like tiles. • Know that daggers, blades, spearheads, chisels, axes and anything that used to be made from stone or flint was then made from stronger and more durable bronze • Know that the Bronze Age saw another change in climate (wetter 	<ul style="list-style-type: none"> • Use a timeline within a specific period of history to set out the order that things may have happened • Work to show a secure understanding of what makes the stone age, bronze age and iron age unique • Record similarities and differences between people, objects and events over time.

			<p>weather forced people to move from the hills, which were easier to defend, and into the valleys where it was easier to grow food and find shelter)</p> <ul style="list-style-type: none"> • Know that the people living in Britain during the Iron Age were called Celts • Know that iron was a stronger, harder metal than the bronze previously used. It was worked into shape by hammering it against an anvil – a process known as smithing – and was used to make objects such as ploughs, armour and coins • Know that during the Iron Age, Britain consisted almost entirely of settled farming communities. This meant that nearly everyone would have lived on a farm. The people worked together in small communities, tending their livestock and growing crops • Know that the roundhouse was the typical Iron Age home. Some of these were very large and would have housed many people. The frame of the house was constructed out of large timbers and the walls were made out of wattle and daub. In the centre of the roundhouse would have been a fire for cooking and providing light and warmth. Beds may have had hay or feather mattresses and placed on top of a wooden frame and animal skins or woollen blankets would be used to keep the people warm. • Know why Iron Age people developed hillforts • Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire. 	<ul style="list-style-type: none"> • Write a set of instructions for how bronze is made
<p>Geography</p>	<p>Volcanoes and Earthquakes</p> <p>Geography strand MAIN: Physical Themes</p> <p><u>Briefly:</u> -The world and continents -Understanding places and connections</p>	<ul style="list-style-type: none"> • Name and locate key topographical features and understand how these change over time • Understand the processes that give rise to key physical features of the world • Interpret a range of sources • Communicate geographical information in a variety of ways • Describe and understand key aspects of mountains, volcanoes and earthquakes. 		<p>Identify and label major mountain ranges in the UK and World</p> <p>Write a non chronological report on volcanoes of the world.</p> <p>Write a risk assessment for earthquake management.</p>

			<ul style="list-style-type: none"> • name the layers that make up the Earth • Locate major mountain ranges • Explain how mountains form • name the key parts of a volcano • show where most volcanoes are found • categorise volcanoes as extinct, dormant or active • explain how to keep safe during an earthquake (NZ emergency plans checklist) • describe what happens when a volcano erupts • describe some risks and benefits of living near a volcano (Napoli) • explain why earthquakes occur • Research what happened at Pompeii 	
Art	<p>Crafts – 3D clay Bell Beaker folk</p> <p>Crafts – textiles – Bronze age weaving.</p>	Understand art and crafts from a range of cultures and periods of time, and their significance: bell beaker folk and bronze age wool weavers.	<p>Roll clay to make a coil pot Use tools and water to add surface texture and patterns.</p> <p>Evaluate textiles exploring their construction (warp and weft) Select wool and weaving materials. Thread needle and weave onto card loom.</p>	<p>Bell Beaker style coil pots with patterns</p> <p>Produce a piece of woven fabric influenced by bronze age craftspeople.</p>
DT	<p>Moving books</p> <p>Design</p>	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context</i></p> <ul style="list-style-type: none"> • Different materials have different properties • Products with the same use can have different designs 	<p><i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</i></p> <ul style="list-style-type: none"> • Compare different designs of same objects and evaluate. • Annotate different products and their design features and evaluate 	Design, make and evaluate a moving book

	<p>Make</p> <p>Technical Knowledge</p>	<ul style="list-style-type: none"> Different tools are necessary for different jobs 	<ul style="list-style-type: none"> Select from a range of tools for different tasks Select and give reasons for choice of materials and components. How to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (gears pulleys, cams, levers and linkages) 	
Computing	<p>Everyone can create drawing 4: landscapes</p> <p>Everyone can create drawing 4: portraits</p>	<p>Landscapes</p> <ul style="list-style-type: none"> Sketch from different points of view <p>Portraits</p> <ul style="list-style-type: none"> Map the face to understand proportion 	<ul style="list-style-type: none"> Add depth through perspective Use the smudge tool to blur Use tracing to improve accuracy 	<p>Create a favourite landscape</p> <p>Create realistic, cartoon and abstract portraits</p>
Science	<p>Light</p> <p>Rocks and soil</p>	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Shadows investigation using chalk outside and times of day (picture evidence)</p> <p>Children can sort rocks by their properties and offer explanations for how different rocks might be used based on their properties.</p>
Music				

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Year: Three	Term: Summer	Whole Class Text (s):	Theme:
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
<p>RE Summer 1 - 2.4 - Why do people pray?</p> <ul style="list-style-type: none"> Describe and outline some ways Christians pray, including using the Lord’s Prayer. Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an. Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra. Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<p>Summer 2- 2.2 - Why is the bible so important for Christians today?</p> <ul style="list-style-type: none"> Describe what Christians and/or people from other religions believe makes their book sacred or holy. Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’ Describe some things that Christians find helpful about reading their Bible? Look for similarities and differences between their own ideas about God and some Christian ideas. Find out more about the ways Christians think of God and see the world. Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. Describe Jesus’ teaching about forgiveness.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Earliest civilisations - Ancient Egypt</p> <p>What did the earliest civilisations have in common?</p> <p>What were some of the Egyptians’ achievements and what did they allow them to accomplish?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> An overview of all four earliest civilisations and compare timelines. <ul style="list-style-type: none"> When? Where in the world? Understand the kingdoms of Ancient Egypt Understanding of how a timeline works <ul style="list-style-type: none"> Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD. Investigate the role of the Pharaoh in Ancient Egypt. Investigate the role of the River Nile <ul style="list-style-type: none"> Settlement (stable weather conditions—equator and tropics)—farming/ travel / transport. Use sources to find out about agricultural developments—a key achievement to enable Egyptians to be successful <ul style="list-style-type: none"> Look at the development of tools over time / 	<ul style="list-style-type: none"> Create a timeline within a specific period of history to set out the order that things have happened. Annotated map. Without the River Nile, lives would have been different because... Work to show an children’s

			<p>irrigation / make links with food and trade.</p> <ul style="list-style-type: none"> • Find out about the role of the scribe (involved in everything). <ul style="list-style-type: none"> • Rosetta stone (how we know about the Egyptians)/ hieroglyphics. • Investigate Egyptian beliefs about the afterlife. <ul style="list-style-type: none"> • Burials and mummification • Book of the dead (scribes) • Pyramids and tombs • Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire. 	<p>understanding of the Egyptian achievements.</p>
Geography	Let's visit London	<p>Investigate types of settlement and land use</p> <p>Understand the key human and physical characteristics of major cities</p> <p>Recognise land use patterns and how these have changed over time</p> <p>Begin to discuss population, trade links and economic activities.</p> <p>Use four figure grid references, symbols and keys to build knowledge of the UK.</p>	<ul style="list-style-type: none"> • Explain the role, size and characteristics of a village, town and city. • Identify and compare the four capitals of the uk using satellite images and plan representations. • Understand the key features that made London a key settlement in the past • Recognise how London and its population has changed over time. • To make the link between population and settlement and understand reasons for why London has a diverse population • Explore why visitors come to London and how their needs and interests vary. 	<p>Make a pictogram comparing populations of Capital cities.</p> <p>Use a four figure grid reference to locate key tourist destinations on a map.</p> <p>Plan a visit for a specific kind of tourist in London including tourist attractions and directions from London Kings Cross using the underground.</p>
Art	Printmaking and Collage	<p>Understand pop art movement and its cultural significance.</p>	<p>Use ipads to alter images in pop art style.</p> <p>Explore collage techniques and create own pop art collage.</p>	<p>Andy Warhol style digital images.</p>

	Pop art – Andy Warhol, and other pop artists.	Create work influenced by principles of pop art and state what those influences are. Use sketchbooks to experiment with techniques (collage, printing).	Observational drawings/paintings of fruit using skills established in Term 1. Create polyprint monoprint blocks with fruit design, use rollers and printing equipment to create repeated images. Design and create a ‘modern pop’ art printing block and create repeating prints.	Pop art collage Fruit drawings, watercolour Warhol style printing of fruit Modern Pop art own design printing
DT	Stuffed toys	<i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context</i> <ul style="list-style-type: none"> • Different materials have different properties • Products with the same use can have different designs • Different tools are necessary for different jobs 	<i>NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</i> <ul style="list-style-type: none"> • Compare different designs of same objects and evaluate. • Annotate different products and their design features and evaluate • Select from a range of tools for different tasks • Select and give reasons for choice of materials and components. 	Design, make and evaluate a stuffed toy (using running stitch) ^[OBJ] _[OBJ] _[OBJ] _[OBJ]
Computing	Everyone can create – photo 4: Action Everyone can create – video 1: My first movie	Action photos <ul style="list-style-type: none"> • Take and select photos with burst mode My First Movie <ul style="list-style-type: none"> • Trim and arrange clips 	<ul style="list-style-type: none"> • Apply long exposure effect • Animate photos • Add posters, stickers, emojis and photos • Use filters and music to enhance mood 	Create a moment in motion Create your own introductory video.
Science	Plants	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. 	AFL will be used to gather a range of evidence from practical work and reporting including:

		<p>room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 	<p>Create an informative flower poster about the functions of different parts of flowering plant</p> <p>Record the changes overtime of plants grown in different environments, record and evaluate findings.</p>
Music				
PE		<p>Striking and fielding</p> <p>Net and Wall</p>	<ul style="list-style-type: none"> The children will learn how to catch and throw across different distances with accuracy. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. Children will develop tactical skills, understanding effective ways to 'run the points'. Children will have the opportunity to design and play a range of mini team games to help them identify and improve their skills. Pupils show that they understand tactics and composition by starting to vary how they respond In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents 	<p>Pupils will play a selection of mini games based around nets and walls e.g. playing tennis and volleyball.</p>

		<p>Swimming</p> <p>Outdoor adventurous beach activities</p>	<p>See objectives from above.</p> <p>These will be completed at the beach doing the '70 things to do at the beach' following the Year 3 targets.</p> <div data-bbox="1128 496 1809 804" style="border: 1px solid black; padding: 5px;"> <p>Put your face in a rock pool orienteering Make a beach pizza Investigate how sea defences work and make a sea defence Visit Pannet Park Gallery Collect and identify rocks Jump over waves Work with another Yeat School Create a digital landscape art Read a tide timetable (high/Low)</p> </div>	<p>Working towards the next stage or distance for swimming. Performing a dance sequence that the dance teacher has taught them.</p> <p>Children to complete the 10 things for Y3 to complete at the beach.</p>
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