

## Science

### Animals, including Humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe how teeth and gums have to be cared for in order to keep them healthy

### Working scientifically –

- By comparing the teeth of herbivores and carnivores
- By suggesting reasons for differences
- By finding out what damages the teeth and how to look after them
- By drawing and discussing their ideas about the digestive system and comparing them with models or images

**What if God had created us all in the same way eg as herbivores or carnivores?**

**How does God ensure that all animals are provided for?**

### Geography

#### Volcanoes and Earthquakes – Europe and Worldwide

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- look at the human impact eg on houses, changing the way people live, impact of volcanoes and earthquakes in modern times eg Indonesia 2018, Hawaii
- **How does God bring people together following natural disasters?**
- **What would the world be like with no natural disasters?**
- **How are natural disasters shown through the Psalms?**

### Computing – Spreadsheets

- To talk about what information they need and how they can find and use it.
- How to prepare information for development using ICT, including selecting suitable sources, finding information and checking it for accuracy [for example, creating and using a class database, classifying by characteristics and purposes].
- To interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omission

### PE – Dance – Superheroes

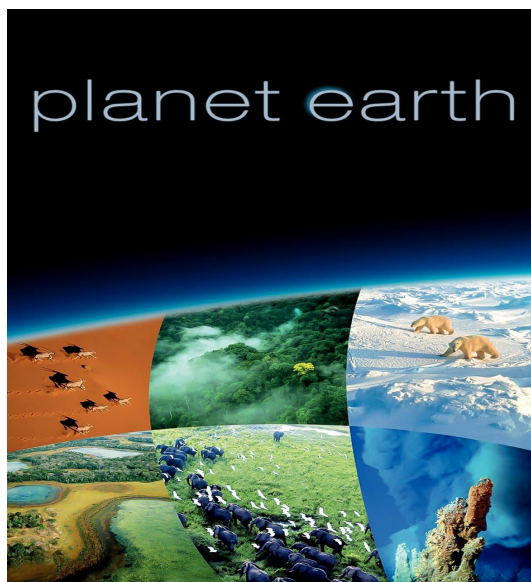
- The ability to select and combine a number of different actions together.
- To be able to remember and repeat a sequence.
- Clarity of shape in stillness and when moving.
- To be able to discuss what they liked and disliked about a sequence using the correct terminology

### Art and Design –

#### Design, Make, Evaluate

Structures – Paper Mache Volcanoes

- Use prototypes to develop and share ideas.
- Select from techniques for different parts of the process.
- Select from materials according to their functional properties.
- Plan the stages of the making process.
- Use appropriate finishing techniques.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.



## Planet Earth

Mrs Bolton - Class 3 – Spring 1 - 2019

### RE – Jesus The Teacher

**The aim of this unit is to:**

- emphasise Jesus' skills as a great teacher.
- consider carefully the messages of the parables and how they impact on the lives of practising Christians.

### **Key Questions**

Why did Jesus tell this story?  
What can we learn from this story?  
How does this story help us to understand Christian beliefs?  
How does this story impact on the lives of believers?

**What skills can we teach others to make the world a better place?**

**What would parables read like in 2019? Would the messages be different or the same? Why?**

### Music - Charanga - Stop!

- Tone, pitch and volume

## Mathematic

Week 1 – Place Value, counting, mental addition and subtraction

Week 2 - Fractions

Week 3 – Fractions Written Mental Division

Week 4 – Measurement – Volume, capacity and mass

Week 5 – Counting, Sequences and Multiplication

Week 6– Multiplication using measurement, statistics and money

Plus basic skills

Times tables books

Morning work – using and applying – problem solving

Challenge cards and Maths Table

## English

Using whole texts as stimulus for writing and reading opportunities

Story As A Theme – **Indian in the Cupboard – multi cultural text focusing on the Native American culture – children to watch video clips of Native American culture including tribal dance, clothing and jewellery, rituals/festivals**

- Use the comma to separate clauses in complex sentences where subordinate clause appears first
- Read and analyse narrative in order to plan and write their own versions
- Identify and discuss the structure of narrative
- Discuss and record ideas for planning eg chunking the plot
- Create and develop characters for narrative
- Create and develop plots based on a model
- Prepare for research by identifying what is already known about the subject and the key questions to structure the text
- Draw inferences around characters thoughts feelings and actions and justify with evidence from the text
- **Which parables would be relevant to this story and the theme of tolerance?**

Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

Domain 2a – Give/Explain the meaning of words in context

### French – MFL - MC – Learning another language

L'Argent de Poche – Likes And Dislikes

- Listen for specific words and phrases
- Ask and answer questions on several topics

### British Values –

• To use a range of resources to teach and encourage British Values and make links to Christian Values at every opportunity

**MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events**

**cultures and faiths**

- Class debate/Ethos group/ Lightkeepers
- Researching other cultures when studying volcanoes and earthquakes
- How do these cultures prepare for natural disaster? - looking at Japan as a worldwide location and Italy as a European location