Literacy Genres

Non- chronological Reports

Traditional Tales

Reading Themes

Non-fiction books, Traditional Tales

Numeracy

Fraction

Time

Percentage and money

Decimals and general number

WOW STARTER!

Visit to Twycross Zoo

CLASS: 3   YEAR GROUPS: 3+4

MEDIUM TERM PLANNING OVERVIEW

TERM: Spring 2

NUMBER OF WEEKS: 7

THEME: **The Living Planet**

FABULOUS FINALE!

Parents' Stay, Share and Learn

LINKS TO BRITISH VALUES

Democracy: School council

Rule of Law: To be respectful

Individual Liberty: World water day

Mutual Respect: Autism awareness week

Tolerance: Autism awareness week

Language of The Month

Albanian

Spanish

DISPLAY IDEAS:

Working Maths/ English Walls

Topic display - mixed children's work

Social Development: International day of happiness / Mother's day

Moral Development: To be respectful / World water day.

Spiritual Development: Being respectful / Emotional strength

Cultural Development: St. Patrick's Day/ St. David's day, Easter

EYFS CURRICULUM AREA		YEAR GROUP 3 and 4 THEME The Living Planet
Personal, Social & Emotional Devlopment	**Citizenship**	To be aware of others with disabilities, link to Autism awareness week. Circle time – friendship scenarios and discussion in groups with given situations.
Physical Development	**PE**	Football - various passing, dribbling and shooting skills. Working in teams and putting these different skills into a game situation.
Understanding The World	**Science**	Can they suggest improvements and predictions for further tests? Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data- logger) in a simple test? Can they suggest how to improve their work if they did it again? Can they describe and explain the skeletal system ofa human? Can they describe and explain the muscular system of a human? Can they explain how the muscular and skeletal systems work together to create movement? Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? Can they explain how they vary from plant to plant? Can they investigate the way in which water is transported within plants?

		Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
		Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)? Do they recognise that environments can change and this can sometimes pose a danger to living things?
		Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?
		Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)
		Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
	ICT	Can they review images on a camera and delete unwanted images?
		Have they experienced downloading images from a camera into files on the computer?
		Can they use photo editing software to crop photos and add effects?
		Can they manipulate sound when using simple recording story boardingCan they find relevant information by browsing a menu?
		Can they search for an image, then copy and paste it into a document?
		Can they use 'Save picture as' to save an image to the computer?
		Can they copy and paste text into a document?
		Do they begin to use note making skills to decide what text to copy?
		Can they create a presentation that moves from slide to slide and is aimed at a specific audience?
		Can they combine text, images and sounds and show awareness of audience?
		Do they know how to manipulate text, underline text, centre text, change font and size and save

		text to a folder?
	Art/DT	Can they use the printed images they take with a digital camera and combine them with other media to produce art work? Can they use the web to research an artist or style of art? – William Morris
Exoressive Arts & Design	**Music**	Music: Continue playing recorders and learning notation, singing new songs, practising leading a group and creating graphic scores to represent melodies.
	French	French: revision of learning so far (Greetings, family, food, numbers and weather) and new vocabulary of pastimes and zoo animals.