

## Science:

### Plants (Photosynthesis, pollination, seed formation)

- Identify and describe the functions of the roots of flowering plants.
- Investigate the way in which water is transported within plants.
- Identify and describe the functions of leaves in flowering plants.
- Explore the part that flowers play in the life cycle of flowering plants, including *pollination*, *seed formation* and *seed dispersal*
- Explore some of the ways in which flowering plants disperse their seeds.
- Understand the structure of seeds and their importance as a food source.

## Computing:

### Year 3 Unit – Scratch (YEAR A)

## Art:

### Drawing and Shading

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.
- Use drawing to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

## RE:

### Symbols and Religious Expression-Christianity

- What is the word 'sacrifice' about?
- Do these symbols stand for 'love' or 'sacrifice'? or both?
- What do crosses across the world look like and why?
- Is a cross a sign of love, sacrifice or commitment?

## Geography:

### Enough For Everyone

- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere by researching countries in different hemispheres.
- Identify the positions of the Tropics of Cancer and Capricorn.
- Identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.
- Learn about land use in the UK, how it has changed in the past and how it may change in the future.
- Observe and record features of the school using maps and technology.
- Understand what settlers need.
- Understand the generation and distribution of electricity.
- Explain where our food comes from.

## PSHE:

### Jigsaw – Relationships (Year 4)

- Recognise when jealousy arises in relationships
- Identify people we love and why they are special to me
- Identify someone we no longer see
- Recognise how friendships change, know how to make friends and how to manage when we fall out
- I understand what having a boyfriend or girlfriend might mean and why it is special for when I am older
- Showing appreciation to people and animals

## English:

**See Bespoke English Pathway for year 3 and 4**

## Maths:

**Following the White Rose Maths Mastery Scheme;**

**See Maths Pathway for year 3 and 4**

## Lower Key Stage 2

## Year A - Spring Term 2

## Growing and Changing

## PE:

### Dance (Extreme Earth)

Use movements to tell a narrative, combine and link an increasing number of movement phrases and patterns, create fluent movements, using precision and control, show an awareness of other's movements, responding accordingly with their own movements, evaluate their own performance and suggest ways to improve it.

### Circuits/Balls Skills

Run and jump in isolation and combination. Develop flexibility strength, technique control and balance. Compare different performances with previous ones and demonstrate improvements.  
(Get set for PE – Ball skills -Get set for PE Dance)

## French:

### Rigolo

- Year 3 Twinkl unit 'Family and Friends'- presenting families, talking about pets, learn songs to remember the alphabet, introducing people, spelling familiar words and names, discussing room in the home.
- Year 3/4 Unit 4 'Les Animaux' To identify animals and pets, recognise and use numbers 11-20, give someone's name and describe someone.
- Year 4 Unit 10 'Ou vas tu' To talk about going to French cities, give and understand basic directions, talk about the weather and talk about the weather and places in France.

## Music:

### Charanga (Y3 Summer 1 unit)

### 'Let Your Spirit Fly' Joanna Mangona - An R&B Song

An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

