

## Science

### Plants

- 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 room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

(Botanic Gardens or Forbidden Corner Visit)

### Living things and habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

### Working Scientifically

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Gather, record, classify and present data in a variety of ways to help in answering questions.

### READING

- The Flower
- The Secret Garden
- A Seed is Sleepy
- Jim and the Beanstalk
- Into the Forest
- The Tin Forest

### Music: Representing the movement of the river

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Play musical instruments with increasing accuracy, fluency, control and expression.

### PE

#### Dance

- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Term 6 Living with the Land

### Geography: Rivers

Describe and understand key aspects of physical geography, including rivers and mountains

(Teesmouth Trip)

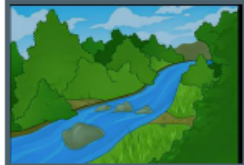
### Computing: Creating an information Powerpoint

Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Powerpoint.

### Art and Design: William Morris

Pupils should be taught about great artists, architects and designers in history.



### French: Vive le sport!

Present ideas and information orally to a range of audiences.

Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.

### RE

#### What do Christians believe about God?

Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians.

Belief, Expressions of Belief, Impact of Belief

### PHSCE: Medicine Matters and Drugs Education

Commonly available drugs and medicines (including alcohol) and their effects and risks.

### DT – Evaluating Mechanical Systems

Understand how key events and individuals in design and technology have helped shape the world.

Linked to mechanical systems – gears, pulleys, cams, levers and linkages.

## Term 6 Non Theme

### PE

1. Dance
2. Athletics / Cricket
3. Swimming according to timetable.
4. Outdoor and Adventurous Activities

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, cricket], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



# Year 3/4 Term 6 : Living with the Land- Theme

Vocabulary		Knowledge
root	stem	I know the functions of different parts of flowering plants, roots, stem / trunk, leaves and flowers
seed dispersal		I know the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
pollination	soil	
Nutrients	fertiliser	I know the way in which water is transported within plants
Seed formation		I know part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal
stigma	antler	
movement	organisms	I know that living things can be grouped in a variety of ways
vertebrate	invertebrate	
sensitivity	respiration	I know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.
reproduction	growth	
bird	fish	I know that environments can change and that this can sometimes pose dangers to living things
excretion		
mammals	reptiles	
amphibians	Predator / prey	
consumer	decomposer	



## Objectives – Science

### Science Plants

- 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 room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

(Botanic Gardens or Forbidden Corner Visit)

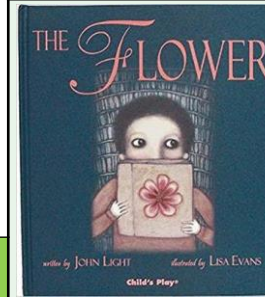
### Living things and habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

### Working Scientifically

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Gather, record, classify and present data in a variety of ways to help in answering questions.

## Exciting Books



## Assessment

I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

I can present results in a variety of ways

# Year 3/4 Term 6 : Living with the Land- Theme

Vocabulary		Knowledge
PowerPoint		I know different types of presenting software.
Text box	title	I know how to use different transitions between slides.
slide	font	I know how to add a title to a slide.
animation	image	I know how to insert a text box.
transition	insert	I know how to add animations.
preview		I know how to insert pictures.
Slide show		I know how to preview my presentation.
William Morris		I know that William Morris was an artist in Victorian times.
floral	designer	
textile	furniture	I know that he designed wallpaper and textiles.
Repeated patterns		I know that all his pieces were hand crafted.
Orchestra		I know the different sections of the orchestra.
woodwind		
brass		I know the names of some instruments from each section.
string		
percussion		I know how to make the sound of each instrument.



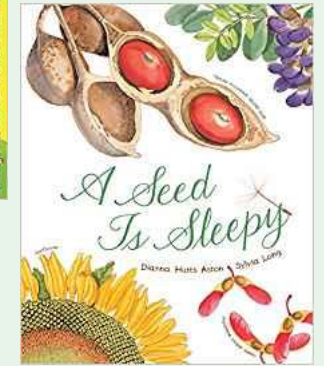
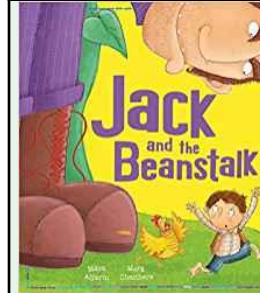
## Objectives – Art, Music and Computing

**Computing: Creating an information Powerpoint**  
Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Powerpoint.

**Art and Design: William Morris**  
Pupils should be taught about great artists, architects and designers in history.

**Music: Representing the movement of the river**  
Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play musical instruments with increasing accuracy, fluency, control and expression.

## Exciting Books



## Assessment

I can describe and discuss the achievements of William Morris.

I can play musical instruments with increasing accuracy, fluency, control and expression.

I can accomplish given goals including collecting, analysing, evaluating and presenting data and information.

# Year 3/4 Term 6 : Living with the Land

Vocabulary		Knowledge
estuary	mouth	I know that a river begins at its source, usually in high ground.
source	meander	I know that an estuary is where a freshwater river meets the ocean.
waterfall	erosion	I know that the mouth is where a river flows into another river, lake, sea or ocean.
deposition	tributary	I know that rivers erode the earth to create their path.
Ox bow lake	delta	I know that rivers meander due to erosion.
stream		I know the different parts of the water cycle.
Tees, Wear, Tyne, Thames, Severn		I know the names of local rivers
recycle	mechanism	I know what the purpose of a lever and linkage are.
moving	lever	
linkage	pivot	
input	output	I know the names of the different mechanisms.
Design brief		I know why it is important to recycle material.
Mechanical system		I know what recycled materials can be made into.



## Objectives – Geography and Design Technology

### Geography: Rivers

Describe and understand key aspects of physical geography, including rivers and mountains  
(Teesmouth Trip)

### DT – Evaluating Mechanical Systems

Understand how key events and individuals in design and technology have helped shape the world.  
Linked to mechanical systems – gears, pulleys, cams, levers and linkages.

## Exciting Books




## Assessment

I can describe and understand the key aspects of rivers.

I can understand how key events and individuals in design and technology have helped shape the world.

# Year 3/4 Term 6 : Living with the Land- Non Theme

Vocabulary		Knowledge		Exciting Books
joue	fais	I know how to say some sports in French.		<b>Objectives – French, PHSCE and RE</b>
velo	skate	I know how to say the days of the week in French.		
danse	tennis	I know how to say I play (Je joue) and I can (Je fais)		
sportif	etc			
medication	drugs	I can name some common medicines.	<b>French: Vive le sport!</b> Present ideas and information orally to a range of audiences. Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences; and how these differ from or are similar to English.  <b>PHSCE: Medicine Matters and Drugs Education</b> Commonly available drugs and medicines (including alcohol) and their effects and risks.  <b>RE</b> <b>What do Christians believe about God?</b> Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians. <b>Belief, Expressions of Belief, Impact of Belief</b>	<b>Assessment</b>  I am able to present information and ideas orally in French to a range of audiences.  I know the effects and risks of commonly available drugs and medicines.  I understand the importance of God to Christians and can explain Christian beliefs about life after death.
dose	administer	I know how old you have to be to buy over the counter medicines.		
pharmacist	chemist	I know what a dosage is.		
Prescription / over the counter	GP / NHS	I can name some risks of misusing medicines.		
God	creation	I know the events of the Christian creation story.		
afterlife	heaven	I know what Christians believe about the afterlife.		
hell	death	I know how Christians' belief in God affects their daily lives.		