

<p>Topic Title: London</p>		
<p>Science:</p> <p>To build upon investigation skills and understanding</p> <ul style="list-style-type: none"> -Making simple predictions -Asking questions, suggest ideas or make predictions that can be tested. -Recognising a fair test -With some support and increasing independence carry out a fair test, explaining why it is fair - Recording observations in simple tables - Making accurate measurements - Use bar graphs, tables and charts to present results magnet, and identify some magnetic materials <p>Plants</p> <p>Investigate the way water is transported in plants Identify parts and functions of a flowering plant Explore the life cycle of plants Seed dispersal</p> <p>Animals including humans</p> <p>Identify that humans have skeletons and muscles for support, protection and movement.</p>	<p>Geography:</p> <p>London and City comparisons</p> <p>Understanding geographical similarities and differences though the study of human and physical geography of a region of the UK. Creating a more detailed, labelled field sketch</p> <p>Using globes, maps, plans and atlases</p> <p>Use maps sights on the internet Use digital/computer mapping to locate countries and describe features Use atlases and globes (use contents, keys and grid references) Identify features on aerial photographs Read the 8 points of a compass</p> <p>Map knowledge</p> <p>Begin to identify points on maps</p> <p>Drawing maps</p> <p>Try to make a simple scale drawing</p> <p>Rivers</p> <p>Identifying features of rivers.</p> <p>Maps</p> <p>The grounds at Wimbledon</p>	<p>History:</p> <p>To investigate and interpret the past:</p> <p>Using evidence to ask questions and find answers to questions about the past. (historical timelines, London in the past, key London figures) Using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggesting suitable sources of evidence for historical enquiries.</p> <p>To build an overview of world history</p> <p>Describing the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>
<p>Art and design: Portraits and Famous artwork</p> <ul style="list-style-type: none"> - exploring ideas and collecting visual and other information for my work e.g. artefacts, natural materials and research. - commenting on similarities and differences between my own and 	<p>Design Technology:</p> <p>To design, make and evaluate a food based product</p> <p>Generating ideas and recognising that my designs have to</p>	<p>Computing:</p> <p>Unit 3: We are presenters</p> <ul style="list-style-type: none"> -Finding out how a TV programme is made -Use video cameras

<p>others' work.</p> <ul style="list-style-type: none"> - adapting and improving my own work. - using a number of sketches to base my work on. - sketching closely using a view finder. - using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. - using different grades of pencil at different angles to show different tones. Hatching and cross hatching to show tone and texture in my drawings. - Mixing colours using tints and tones. Using watercolour paint to produce washes for backgrounds and then add detail. -Starting to experiment in creating mood and feelings with colour. -Using a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. -Making notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. <p>Key artists: Paul Klee, Banksy Trip to London gallery – TATE.</p>	<p>meet a range of different needs.</p> <ul style="list-style-type: none"> -Thinking ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques. -Ordering and clarifying ideas using labelled sketches and models to communicate the details of my designs. -Safely measure, mark out, cut, assemble and join with accuracy. -Strengthen frames using diagonal struts (Making bridges STEM) 	<ul style="list-style-type: none"> -Edit video -Give feedback on your video -Evaluate your choices from feedback <p>Unit 4: We are network engineers</p> <ul style="list-style-type: none"> -Find out how computers are connected in school - Find out how data is passed through networks - Test connections -Look up IP address - Create a poster on data safety
<p>French: Family, Animals</p> <ul style="list-style-type: none"> -Understanding a range of words and some familiar phrases. - Answering simple questions and giving basic information. -Giving short, simple responses to what I see and hear, using set phrases. -Listening attentively to spoken language and am beginning to join in and respond. 	<p>Religious Education:</p> <p>Christian Marriage & Maundy Thursday Making some links between religious stories and beliefs Recognising key religious beliefs Giving some examples of religious beliefs Know some examples of key religious figures Recognising why these figures are important to people</p>	<p>Music:</p> <p>West end musicals – Singing, pitch, tone, volume, style</p> <p>Singup – vocal warm ups</p> <p>London street music – busking (Ed Sheeran)</p>
<p>Physical Education: Gymnastics with Specialist PE Coach Zara weekly, including:</p> <ul style="list-style-type: none"> -Copying remembering, exploring & repeating simple actions, and link & vary ideas with control & co-ordination 	<p>PSHE & Forest School: Jigsaw: Dreams and Goals</p> <p>To identify dreams and ambitions Identifying challenges and how these can be overcome</p>	<p>Stunning start: London Trip Marvellous middle: Wimbledon Week Fabulous finish: London Street Party</p>

<ul style="list-style-type: none"> - Applying compositional ideas to sequences alone & with others - Describing my own & others work noting similarities & differences. Making suggestions for improvements - Understanding working safely, recognising changes in my body and can give reasons why PE is good for health <p>Dance</p> <ul style="list-style-type: none"> -Improvising freely on my own & with a partner -Translating ideas from a variety of stimuli into movement. -Compare, develop & adapt movement & motifs to create longer dances. Use dance vocabulary to compare & improve my work -Understanding working safely, I recognise changes in my body and I can give reasons why PE is good for my health. <p>Wimbledon Week!</p> <ul style="list-style-type: none"> -Coordination -Target practice -Balance -Ball skills <p>Trip to Eastbourne tennis/gildredge park.</p>	<p>PSHE</p> <p>PSHE:</p> <p>Relationships includes:</p> <ul style="list-style-type: none"> To identify the roles and responsibilities of each member of my family To put into practise friendship skills Strategies for keeping self safe To identify how my needs and rights are shared by children around the world and can identify similarities and differences of how lives are different + <p>Changing Me includes:</p> <ul style="list-style-type: none"> To understand that changes happen in animals and humans to our bodies To understand that babies grow in a mothers uterus To understand that boys' and girls' have different body parts To recognise stereotypical ideas I might have about parenting and family roles Looking ahead to year 4 	
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