



## Class Three Curriculum Information Spring 2 2020

### Passport to Europe

This half term Class Three will be finding out all about Europe. In English, we will be reading and writing our own Non-Chronological reports about foreign countries be moving on to learning about Myths. In topic we will be contrasting the UK with countries in Eastern Europe, practising our sewing skills to make a passport holder and learning about sound in Science.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.

Mr Taylor

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E.			
English	<ul style="list-style-type: none"> <li>Non-Chronological reports</li> <li>Myths</li> </ul>	<ul style="list-style-type: none"> <li>Develop targeted SPAG skills including- Verb endings Determiners Comma/bulleted lists Present and Past tense Apostrophes for possession.</li> <li>Draft and write by:- selecting appropriate grammar and vocabulary, understanding how such choices can be changed to enhance meaning.</li> <li>Develop appropriate structure, tone and grammar when writing non-fiction texts.</li> </ul>	
Maths	<ul style="list-style-type: none"> <li>2d and 3d shapes</li> <li>Addition and subtraction linked to statistics</li> <li>Fractions</li> <li>Position and direction</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Sorting and describing a range of 2d and 3d shapes</li> <li>Solving addition and subtraction calculations using the most efficient method.</li> <li>Solving addition and subtraction calculations linked to statistics.</li> <li>Finding simple equivalent fractions</li> <li>Counting up in unit fractions</li> <li>Adding and subtracting fractions with the same denominator.</li> <li>Describing position on a coordinate grid.</li> <li>Translating points on a grid using appropriate vocabulary.</li> <li>Telling time to the nearest minute.</li> <li>Solving problems linked to the passage of time.</li> </ul>	Addition-add, plus, increase Subtraction-take away, difference, more than. Formal written method Efficient method Pictogram Bar chart Line graph Most popular Least popular Difference Equivalence Numerator Denominator X axis Y axis Coordinates Right Left
Science Sound	To describe and explain sound sources To explain how different sounds travel. To explore ways to change the pitch of a sound. To investigate ways to absorb sound. To investigate ways to absorb sound. To make a musical instrument to play different sounds.	<ul style="list-style-type: none"> <li>To identify how sounds are made, associating some of them with something vibrating.</li> <li>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>To recognise that vibrations from sounds travel through a medium to the ear.</li> <li>To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	Sound, vibration, volume, pitch, amplitude, loud, quiet, travel, wave, particles, ear,
Geography A contrasting region in Europe.	To identify the countries of Europe. To identify the capital city of a country To compare features of Eastern European landscapes with my own area. To compare the climate of Eastern European regions with that of my own area. To compare the human geography of Eastern European regions with that of my own area. To present information about one area of Eastern Europe.	<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>	Europe, continent, capital city, country, latitude, arctic circle, physical features, climate, human geography, land use, climate, residential, industrial,
DT Sewing	To investigate similar products to the one being made. To research the needs of the user. To identify strengths and weaknesses of my design	<ul style="list-style-type: none"> <li>To research and develop a design criterion to inform the design of innovative functional appealing products that is fit for purpose.</li> </ul>	Products, design, need of the user, sketch, strengths, weaknesses, design features, running stitch, blanket stitch, sewing, joining, fabrics, prototype.



	<p>ideas.</p> <p>To develop vocabulary for tools, materials and their properties.</p> <p>To join fabrics using a running stitch and over sewing.</p> <p>To join fabrics using a blanket stitch.</p> <p>To sew on buttons and make loops.</p> <p>To design and plan more than one adaptation of my initial design.</p> <p>To plan a sequence of actions to make a product.</p> <p>To create my design and evaluate how well it meets the success criteria.</p>	<ul style="list-style-type: none"> <li>• Select and use a wide range of materials and components including textiles.</li> <li>• Generate and develop a model for communicating ideas through discussion, annotated sketches, cross sectional and exploded diagrams.</li> <li>• To research and develop a design criterion to inform the design of innovative functional appealing products that is fit for purpose.</li> </ul>	
Computing e-mail	<p>To think about different methods of communication.</p> <p>To open and respond to an email.</p> <p>To write an email to someone using an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p>To explore a simulated email scenario.</p>	<ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	Communication, email, 2connect, nodes, address book, safety, report button, e-safety, email rules.
Music Rock and Roll	<p>To say and write the names of numbers 1 to 12.</p> <p>To learn to respond to classroom commands.</p> <p>To learn the names of classroom objects.</p> <p>To learn Easter vocabulary and to produce an Easter card in French.</p>	<ul style="list-style-type: none"> <li>• speaking</li> <li>• listening</li> <li>• reading</li> <li>• writing</li> </ul>	<ul style="list-style-type: none"> <li>• zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</li> <li>• Attention! Ecoutez, silence, asseyez vous, levez-vous, touchez, repetez, rangez vos affaires</li> <li>• un stylo, un cahier, une gomme, une regle, un crayon, un crayon de couleur, des ciseaux, la colle, un feutre</li> </ul> <p>Paques, Joyeux Paques, un oeuf, un poussin, agneau, un lapin, une cloche, un panier, du chocolat, un nid</p>