

The Night Zoo Keeper (5)

English	ICT	Art
<p>English</p> <ul style="list-style-type: none"> Write detailed and in depth descriptions of physical characteristics of own imaginary animal in order for a partner to pencil draw and pencil crayon a drawing from the description. Write the poster for own imaginary animal for 'adoption' including personality characteristics and match to the ideal owner. Include details of where animals prefers to live etc. Skype with the Night Zoo Keeper – create questions for the Night Zoo Keeper and listen to response in order to formulate new questions Keep the Night Zoo Keepers blog up to date writing tales about what each of the animals did on different nights. 		
<p>Art</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> Design and create their imaginary animal for the zoo developing the process starting from pencil drawing -> charcoal-> painting-> mixed media -> sculpture for the same designed animal Evaluate 		
<p>Computing</p> <p>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</p> <ul style="list-style-type: none"> Mount pictures onto green screen background, upload onto computer and manipulate using Pixlr program (online) 		

Masterchef (5)

DT	English	Science
<p>DT</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>		
<p>English</p> <ul style="list-style-type: none"> Visit the library to look at the range of non-fiction books on health and nutrition- decide on the focus/ presentation/layout for own leaflet. Read non-fiction texts about food; nutrition and healthy diet. Discuss purpose; function and features of layout e.g. labels, diagrams, bullet points etc. Understand the purpose of contents pages, indexes, etc. and use in order to research information for own healthy eating leaflet Write healthy eating leaflet including glossary of terms relating to healthy eating Create own menu based upon a healthy diet for people in different scenarios – explain who the menu is for and why 		
<p>Science</p> <p>Animals including humans (Y3)</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans <p>Animals including humans (Y4)</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat 		

Shipwrecked (5)

English	Music	ICT
<p>English</p> <p>Robinson Crusoe</p> <ul style="list-style-type: none"> Read Robinson Cruseo and make/write about inferences and deductions about how he is feeling at different key points in the story – create Robinson Cruseo's diary to include these thoughts and feelings Use drama techniques (hot seating; conscience alley etc.) to find out what alternatives Robinson Cruseo could have considered to improve his life: make shelter; find food; escape the island etc. – write the script between the interviewer and interviewee (Robinson Cruseo) Select and read aloud poetry about the sea –perform for video and create class anthology. Explain why the poem has been selected and why they like it. Write own sea poetry Write an adventure story in the genre of Robinson Cruseo and read aloud as a performance to others (assembly, parent outcome, for videoing) include particular words and phrases that have been discussed and shared through the reading of RC 		
<p>Computing</p> <p>Select, use and combine a variety of software (including internet services) 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 – video productions of cameos from Robinson Cruseo (see above);</p> <ul style="list-style-type: none"> Retell the story of Robinson Cruseo in own words for videoing purposes. 		
<p>Music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> reproduce sea shanties Create own sea shanties 		

Year 3
Curriculum
2014-2015

Christmas (3) –The Legend of the Three Trees

RE	English	Music
<p>RE</p> <ul style="list-style-type: none"> The Christmas story – the message behind the story - Goodwill on earth The Three Trees story – the message behind the story - The dreams we have for ourselves are smaller than God has for us/God has a plan for all of us 		
<p>English</p> <ul style="list-style-type: none"> Listen to the Christmas story and retell parts of it according to different characters. Write the script for the different characters, of the story through their eyes. Decide what each characters message is and what their dreams might be 		
<p>Music</p> <ul style="list-style-type: none"> Listen to music to decide what would make good backing music playing while messages are read Compose own music using woodwind and percussion instruments in style of above as backing music. 		

In the Beginning! (6)

History	English	Science
<p>History Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Understanding of chronology from the Stone age to the Iron age • Study aspects of the Bronze Age found at Hengistbury Head – religion and burial mounds (Tumuli) on HH • Study aspects of Iron age - trading port (wine, tools and pottery) • Study the continuum from one period to the next. Record how key aspects of daily life changed and progressed from one period to the next • Link life at Hengistbury Head to other key events and sites in the local area at the time i.e events at Stonehenge (Bronze age);Maiden Castle; Hod Hill; Hambledon Hill etc. 		
<p>English</p> <ul style="list-style-type: none"> • Visit the Hengistbury Head centre and look at the range of ways they present information. Decide when to use formal English and when to present in informal English. • Research historical data and information using a range of texts and select a written approach to present the information in order to engage the reader. • Record a broadcast by a historian or scientist on one of the above to include in the presentation of the information gathered • Write the diary of a stone age man who lived at Hengistbury Head • Devise a quiz using the facts from the history and science in order to present facts – design and write appropriate questions for the quiz • Write the dialogue and record a drama feature showing aspects of life in Stone Age times. 		
<p>Science Rocks (Y4)</p> <ul style="list-style-type: none"> • Compare and group together different types of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter 		

Coast and Country (6)

Geography	English	DT
<p>Geography Place Knowledge</p> <ul style="list-style-type: none"> • Coast and Country • Bournemouth and the New Forest <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the cities of the UK • Identify the geographical region; identify the human and physical features of the region – Bournemouth and The New Forest • Identify the topographical features of the region including Hengistbury Head (hills, coasts and rivers, forest, woodland, heath, marshes) • Consider land use of two areas and changes over time (tourism) <p>Human and Physical knowledge</p> <ul style="list-style-type: none"> • Compare and contrast the human features of the geographical region: Bournemouth and the New Forest including Keyhaven as a particular contrasting settlement. • Identify a variety of settlements and their features in the region • Consider the economic activity of Bournemouth (include natural resources of Poole- BP Oil) <p>Geographical skills and fieldwork For the UK and regional area of study</p> <ul style="list-style-type: none"> • Use the eight points of a compass • Be able to use four figure grid references • Use OS maps • Present findings of fieldwork on human and physical features of region using maps, plans and digital technologies 		
<p>English</p> <ul style="list-style-type: none"> • Read tourist brochures for neighbouring areas – Weymouth; Swanage; Lymington. Look at the words and phrases used and develop own. • Write advertising poster for an area using the persuasive language developed • Write a range of articles to support geographical studies that have been developed and include in brochure. • Write in first person the experience of someone who has visited the areas described. • Write letters to the editors describing experiences from different perspectives: of holiday makers; shop owners; attraction owners; the mayor; nature wardens etc. • Draw all the information together in order to write the persuasive argument for visiting Bournemouth or the New Forest. Rehearse and present orally. 		
<p>DT</p> <ul style="list-style-type: none"> • Based upon studies of features of Bournemouth or the New Forest create a 3D model of an attraction or feature of the area i.e the pier; the balloon etc. 		

The Bees Knees (6)

Science	English	Art
<p>Science Plants (Y3)</p> <ul style="list-style-type: none"> • 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 soils, 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 flowering plants, including pollination, seed formation and seed dispersal <p>Living things and their habitats (y4)</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use the 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 this can sometimes pose dangers to living things. <p>Living things and their habitats (y5)</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life processes of reproduction in some plants and animals 		
<p>English</p> <ul style="list-style-type: none"> • Design a new seed packet for a bee friendly plant including slogans and advertising phrases – looking at persuasive language to be included on the packet • In order to lead the campaign to save our bees, write a persuasive letter to all gardeners and allotment holders to encourage them to plant and nurture plants that will encourage bees and pollination • Write a news article about the effect of the lack of bee friendly plants • Choose effective words and write powerful and rhyming slogans and chants to be used and chanted at the bee campaign in order to persuade people to remember to be bee friendly. 		
<p>Art</p> <ul style="list-style-type: none"> • Carry out observational drawings of a range plants and parts of plants • Study the work of Van Gough, in particular The Sunflowers and Irises • Make the seed packet incorporating the new designs • Use the art work they have developed to make banners and posters and demo boards for the ‘Save our Bees ‘ campaign 		

