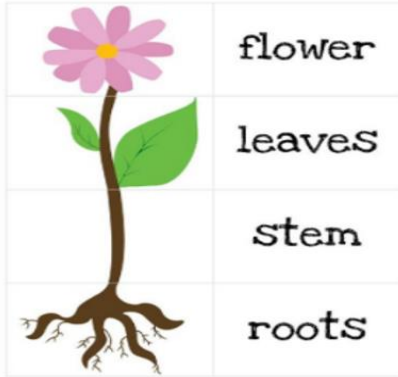
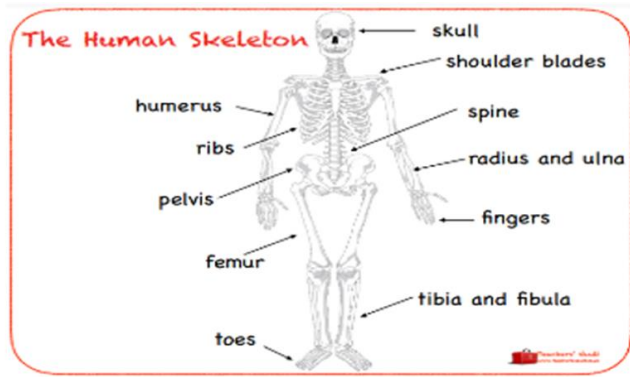


You Are What You Eat			Year 3 Summer 2
	Prior Knowledge	New Knowledge	Future Knowledge
Science	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Y2)	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)
	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	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 flowering plants, including pollination, seed formation and seed dispersal.	Photosynthesis The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere The adaptations of leaves for photosynthesis. (KS3)
Design Technology	Join appropriately different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. See glue gun used by an adult (if necessary). Investigate strengthening sheet materials. Investigate joinings temporary, fixed and moving. (Y2)	Greenhouses: Make structures more stable by giving them a wide base. Prototype frame structures. Measure and mark accordingly to 1cm. Cut slots. Cut internal shapes (if necessary).	Incorporate a circuit with a bulb or buzzer into a model. Create shell or frame structures, strengthen frames with diagonal struts. (Y4)

Key Questions	Key Individuals	Key Vocabulary
What nutrition do animals, including humans, need? Why is the skeletal and muscular system important to humans (and some other animals)? What do plants need to survive? How is water transported in a plant? What happens in pollination/seed formation/seed dispersal? What are the best conditions for a plant to survive?	<p>George Washington Carver (1864-1943) an American agricultural scientist and inventor who promoted alternative crops to cotton and methods to prevent soil depletion. He was the most prominent black scientist of the early 20th century.</p> <p>Alexander von Humboldt (1769-1859) a scientist and explorer, he was the first scientist who wrote about travelling to South America. He was one of the first who said that South America and Africa was once one continent.</p> <p>Agnes Arber (1879-1960) a British botanist; she was the first woman botanist to be elected as a Fellow of the Royal Society and first woman to receive the Gold Medal of the Linnean Society of London.</p>	<p>Skeleton - the inner framework of bones and cartilage in vertebrate animals.</p> <p>Nutrition - the study of food and how it works in your body.</p> <p>Transported - the act of carrying from one place to another.</p> <p>Pollination - to transfer or carry pollen from a stamen to a pistil of a flower.</p> <p>Seed dispersal - the way seeds get away from the parent plant to a new place.</p> <p>Survival - to remain alive; to continue to exist.</p>



Year 3 will be exploring the topic: 'You are what you eat'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science.

Maths	English	Home
<p>Maths Unit</p> <p>Properties of shape:</p> <ul style="list-style-type: none"> Recognize 2D and 3D shapes and their properties. Finding, drawing and comparing angles in shape. Identify turns and right angles, using the vocabulary 'clockwise' and 'anti-clockwise'. Understand the keywords 'parallel' and 'perpendicular' and use them appropriately in shape. Draw accurate horizontal and vertical lines, and can identify the difference between the two. <p>Statistics:</p> <ul style="list-style-type: none"> Make tally charts Draw and interpret pictograms Create and interpret bar charts Create and interpret tables. <p>Consolidation 2 3 4 and 8 times tables</p>	<p>We will be studying: <i>The Last Bear</i>, Hannah Gold and Levi Pinfold</p> <p>Genres:</p> <p>Non chronological report:</p> <ul style="list-style-type: none"> Explore features of non-chronological reports and how they contribute to meaning. Use correct language, layout structure and presentation when creating a non-chronological report. Use a range of punctuation accurately and consistently including inverted commas for speech and apostrophes for singular and plural possession as well as for contraction. Improve proofreading and editing skills to assess and evaluate the effectiveness of their own writing. Research, plan and create an information text about how to look after a polar bear (diet, habitat) and in turn, report about the melting of ice caps melting and how humans can help. <p>Diary entry:</p> <ul style="list-style-type: none"> Write in the role of the main character, April Wood. Use first person pronouns and write in an informal manner. Include a range of techniques such as fronted adverbials and expanded noun phrases. Infer how a character is thinking and feeling and reflect this in the diary entry. <p>Narrative</p> <ul style="list-style-type: none"> Make predictions about what might happen based on what has been read. Infer characters' thoughts and feelings. Include a range of techniques such as fronted adverbials and expanded noun phrases. Write accurate setting and character descriptions linked to information from the text. 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Accessing weekly home learning tasks via Google Classroom Supporting the development of times tables skills via regular practice on Times Tables Rock Stars Reading daily at home Accessing MyMaths for weekly maths homework (KS2) Practice spellings set for the week. Practice handwriting and spelling commonly used words in a sentence. Prepare and cook simple recipes at home using measurement of capacity and weight. Borrow and explore books from the library about the human body and how it works.

