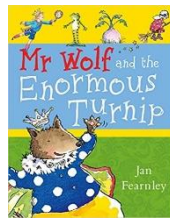
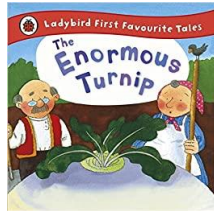
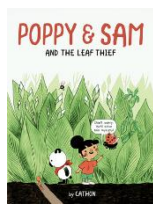
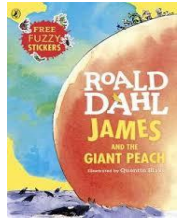


Books/Author of the term: Roald Dahl



RSE book:



Writing Genre

**Writing to entertain -**

- Write a traditional tale with a twist
- Listen to poetry about flowers and plants.



**Writing to inform -**

- Write a newspaper article about the Enormous turnip event.



**Writing to persuade -**

- Write a letter to a local garden centre to donate plants to school.



Science – Plants

<b>Biology</b>
<b>Plants – Basic Structure and Functions</b>
Know the function of different parts of flowering plants and trees. Plant a seed and watch it grow.
<b>Working Scientifically</b>
<ul style="list-style-type: none"> <li>• Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.</li> <li>• Test to see which type of soil is most suitable when growing two similar plants</li> <li>• Set up a fair test with different variables e.g. the best conditions for a plant to grow</li> <li>• Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning</li> <li>• Gather and record information using a chart, matrix or tally chart, depending on what is most sensible</li> <li>• Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens</li> <li>• Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings</li> <li>• Amend predictions according to findings</li> <li>• Be prepared to change ideas as a result of what has been found out during a scientific enquiry</li> <li>• Interpret and present data using bar charts, pictograms and tables.</li> <li>• Measure, compare, add and subtract lengths.</li> </ul>

Art

<b>Sketchbook skills/Drawing (botanical drawings linked to Science – William Morris and Georgia O'Keefe)</b>
<ul style="list-style-type: none"> <li>• Record observations in sketchbooks and use to review and revisit ideas.</li> <li>• Know how to use different grades of pencil to shade and to show different tones and textures</li> </ul>
<b>Les Fruits</b>
<ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul>

French

Discrete

Computing –

<b>Computer Science</b>
<ul style="list-style-type: none"> <li>• write programs that accomplish specific goals</li> <li>• design a sequence of instructions, including directional instructions</li> <li>• discern when it is best to use technology and where it adds little or no value</li> </ul>

PE –

<b>Units</b>
Dance
Fitness

PSHE -

<b>Living in the Wider World (Belonging to a Community)</b>
<ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities.</li> </ul>

Music -

<b>Composer Link</b>
<ul style="list-style-type: none"> <li>• recognise the work of at least one famous composer</li> </ul>

Geography -

<b>Geographical skills and Fieldwork</b>
<ul style="list-style-type: none"> <li>• Know and name the eight points of a compass</li> <li>• Know what most of the Ordnance Survey symbols stand for</li> <li>• Know how to use six figure grid references.</li> </ul>