

<h1><u>Antarctica</u></h1> <p>Autumn 2014/2015</p>	
<b>Numeracy</b>	See Numeracy planning
<b>Literacy</b>	See Med term plan
<b>Science</b>	<p><b>Y3- Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Explore and Compare the differences between things that are living, dead and things that have never been alive.</li> <li>• identify and name a variety of living things (plants and animals) in the local and wider environment,</li> <li>• using classification keys to assign them to groups</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> <li>• recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</li> <li>• 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</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Y4-Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>• identify how plants and animals, including humans, resemble their parents in many features</li> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• identify how animals and plants are suited to and adapt to their environment in different ways.</li> </ul>
<b>RE/PSHE</b>	
<b>Humanities</b>	<ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>Art/Design and Technology</b>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</li> <li>• Work on a range of scales e.g. thin brush on small picture etc.</li> <li>• Create different effects and textures with paint according to what they need for the task.</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Use more specific colour language</li> <li>• Mix and use tints and shades</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Create printing blocks using a relief or impressed method</li> <li>• Create repeating patterns</li> <li>• Print with two colour overlays</li> </ul>

Computing	<p>DL</p> <ul style="list-style-type: none"><li>● Log on to an email account, open emails, create and send appropriate replies.</li><li>● Save an e-mail in draft format and then return and edit prior to sending.</li><li>● Attach different files to emails, e.g., text document, sound file or image.</li><li>● Open an attachment.</li></ul> <p>IT</p> <ul style="list-style-type: none"><li>● Begin to identify data handling opportunities. use digital equipment to collect data over intervals of time. (digital thermometer, datalogger, microscope.)</li></ul>
MFL	See planning