Term 3

Topic Climb Every Mountain,

What I am learning this term
Key Skills

HOLLINGTON PRIMARY ACADEMY

Subject	I can…..	Where can you find it?
Maths	Multiplication and Division • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems (such as n objects are connected to m objects). • Recall multiplication and division facts for multiplication tables up to 12 × 12. Fractions and Decimals • Add and subtract fractions with the same denominator within one whole. • Solve problems involving increasingly harder fractions. • Calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number). • Add and subtract fractions with the same denominator. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • Solve simple measure and money problems involving fractions and	Maths books

	decimals to two decimal places. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Compare and order unit fractions and fractions with the same denominators. • Recognise and show, using diagrams, families of common equivalent fractions. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to 1/4, 1/2, 3/4.	
English	**Reading** • Draw inferences from reading. • Predict from details stated and implied. • Discuss words and phrases that capture the imagination. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Ask questions to improve understanding of a text. **Writing** Write for a wide range of purposes using the main features identified in	English plans and books: **'Pea Boy'** – Power of Reading. Collection of Iranian stories Storytelling, re-telling, character analysis, role play, prediction. Debate: Is anyone to blame for the death of Mr Mouse? Letter of condolence.

	reading.
	• Use techniques used by authors to create characters and settings.
	• Compose and rehearse sentences orally.
	• Plan, write, edit and improve.
	• Create characters, settings and plots.
	• Use a range of descriptive phrases including some collective nouns.
	• Use the perfect form of verbs to mark relationships of time and cause.
	• Sequence paragraphs.
	• Use a mixture of simple, compound and complex sentences.
	• Write sentences that include:
	  • conjunctions
	  • adverbs
	  • direct speech, punctuated correctly
	  • clauses
	  • adverbial phrases.
	  • Using fronted adverbials.
	• Indicate grammatical and other features by:
	  • Using commas after fronted adverbials.
	  • Using and punctuating direct speech.
	• Read aloud writing to a group or whole class, using appropriate intonation.	

Science	• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple,	**Sound** Various sound activities and practical investigations – topic books

	scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that sounds get fainter as the distance from the sound's source increases. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that sounds get fainter as the distance from the sound's source increases.	
What is the investigation?	• Investigate: Plan & carry out an investigation to find out which materials would be best to muffle sounds. • Children investigate changes of pitch & volume of virtual instruments and create their own instruments to investigate. • Children carry out some short investigations about vibrations and make a string telephone with a partner.	Topic books
Computing	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. Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	create presentations to share expertise! Research mountain facts. Use Google Earth to view Mountain ranges.
Geography	• Describe and understand key aspects of physical geography, including mountains and volcanoes. • Locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. • Understand geographical similarities and differences through the study of physical geography of a region in Europe and a region within North or South America.	Become an enthusiastic mountain expert! Locate the highest peaks, identify mountain ranges, and research key facts about these.

	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.	
Art	Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. Printing Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	Learn about artists who choose to paint mountain landscapes and in particular, the Japanese artist Hokusai. Create prints of Mount Snowden.
PE	Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.	Gymnastics
Music	Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	Recorders
RE	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. • Identify religious symbolism in literature and the arts. • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions.	Hindus Home and Mandir – see Plan B

	• Discuss and give opinions on stories involving moral dilemmas.	
Community	About different kinds of responsibilities and rights About being part of a community About different groups that support communities How other people live in different parts of the world About how resources are allocated and the effect this has on individuals and their communities	PSHE: Living in the Wider World
Languages	• Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.	Spanish lessons
Knowledge of the World / PSHE	How to discuss and debate issues concerning health and wellbeing How to take part in making and changing rules That everyone has human rights and that some are specifically for children that different cultures can have different practices and traditions and that these may sometimes be illegal About the consequences of anti-social behaviours About resolving differences About the range of national, regional, religious and ethnic identities in the UK About how the media present information	PSHE plans: Living in the Wider World

	About topical issues, problems and events concerning health and wellbeing About taking care of the environment	
Aspiration	About the role of money in their own and others' lives About concepts related to money How what it means to be 'enterprising'	PSHE: Living in the Wider World
British Values	That human rights take precedence over other national laws, family and community practices	PSHE: Living in the Wider World: British Law Rules and Responsibilities Living in a Community

Homework Ideas
See separate homework grid