

Writing Outcome

To write a recount from a characters point of view.

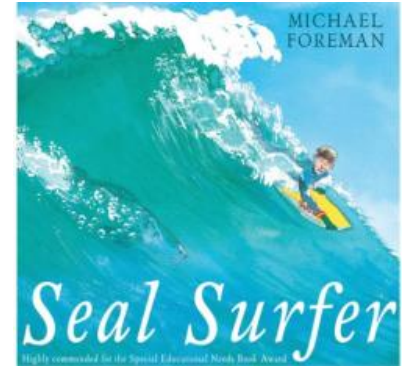
Gateway Keys

- Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use progressive forms of verbs
- Use expanded noun phrases
- Write sentences with different forms: statement, command, question, exclamation

Punctuation and Grammar

Non-negotiables

- Capital letters - Correct capital letters for start of sentences for proper nouns.
- Full stops - to be used at the end of a statement.
- Conjunctions - used to link words/phrases together
- Past and present tense - The past is used to describe things that have already happened.
- The present tense is used to describe things that are happening right now, or things that are continuous



Writing Outcome

To write a recount from a characters point of view.

Mastery Keys

- Group related ideas into paragraphs
- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause
- Introduce inverted commas to punctuate direct speech (one session)

Feature Keys








- Write in the first person
- Use apostrophe in contractions
- Provide detail through use of prepositions to express time, place and cause
- Use a variety of sentence forms including statements and questions
- Write in consistent past and present tense including progressive forms
- Use some future tense verbs
- Use layout and structure of a letter
- Ensure chronological order to explain sequence of events

Vocabulary

accident(ally)	smudge
appear	nuzzle
breath	burst
breathe	fade
caught	brim
disappear	haul
early	wrench
experience	gather
extreme	heave
heard	buffet
natural	churn
often	dissolve
ordinary	gale
recent	boulder
strength	harbour
through	horizon
	quay
	moult
	somersault
	corkscrew

Key Vocabulary	
healthy	in a good physical and mental condition
nutrients	substances that animals need to stay alive and healthy
energy	strength to be able to move and grow
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts
unsaturated fats	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and **healthy**.
- Plants can make their own food, but animals cannot.
- To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

Key Vocabulary	
vertebrate	animals with backbones
invertebrate	animals without backbones
muscles	soft tissues in the body that contract and relax to cause movement
tendons	cords that join muscles to bones
joints	areas where two or more bones are fitted together

Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



contract



relax

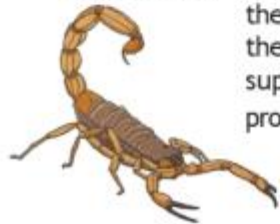
vertebrate

endoskeleton - a skeleton on the inside of the body that supports and protects

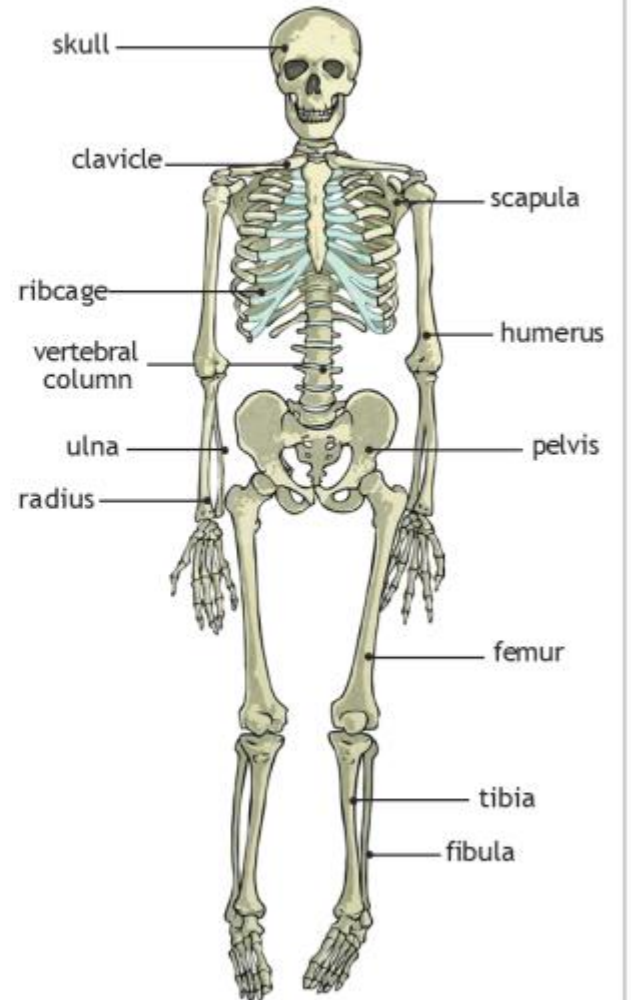


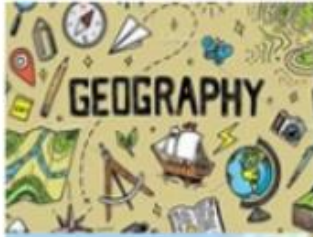
invertebrate

exoskeleton - a skeleton on the outside of the body that supports and protects it



hydrostatic skeleton - a skeleton made up of a fluid-filled compartment in the body called a coelom, mainly found in soft-bodied animals





Crucial Knowledge



Geography: Autumn Year 3 – Countries of the World

Location Knowledge	Place Knowledge	Human and Physical geography	Geographical skills and fieldwork																		
<ul style="list-style-type: none"> I can name the seven continents of the world independently. <i>Europe, Asia, South America, North America, Africa, Australasia, Antarctica</i> I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent. <i>China, Egypt, Botswana, Brazil, France, England, New Zealand, Ethiopia</i> I can name some major capital cities of the world. <i>Paris, London, Canberra, Warsaw, Oslo, Cairo, Athens, Beijing</i> I know where the North and South Poles are. 	<ul style="list-style-type: none"> I can compare two different countries and state their similarities and differences. <table border="1"> <thead> <tr> <th></th> <th>England</th> <th>India</th> </tr> </thead> <tbody> <tr> <td>Language</td> <td>English</td> <td>Hindi</td> </tr> <tr> <td>Currency</td> <td>Pounds Sterling</td> <td>Rupees</td> </tr> <tr> <td>Population</td> <td>63 million</td> <td>1.25 billion</td> </tr> <tr> <td>Climate</td> <td>Mild temperatures</td> <td>Very hot and humid</td> </tr> <tr> <td>Main religion</td> <td>Christian</td> <td>Hindu</td> </tr> </tbody> </table>		England	India	Language	English	Hindi	Currency	Pounds Sterling	Rupees	Population	63 million	1.25 billion	Climate	Mild temperatures	Very hot and humid	Main religion	Christian	Hindu	<ul style="list-style-type: none"> I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. <i>Mount Everest, River Nile, River Volga, Uluru, Mont Blanc, Rocky Mountains</i> I can describe the difference between human and physical geography. Physical geography - <i>forest, hill, mountain, lake, river, valley, beach</i> Human geography - <i>buildings, cities, towns, people, languages</i> I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.
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Famous Buildings

Key Learning

- To explore and examine buildings in a range of architectural styles.
- To explore the architecture of Sir Christopher Wren.
- To explore colour and pattern in the design of St Basil's Cathedral.
- To explore the design features of the Taj Mahal.
- To examine the architecture of the Sydney Opera House.



Key Vocabulary

- Architect
- Buildings
- Landmarks

- Famous
- Build
- Countries

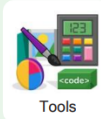


Unit: 3.1 Coding

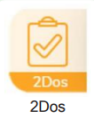
Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.

Key Resources



Tools



2Dos



2Chart



Free code chimp

Key Questions

Why is it useful to use a flowchart to design a computer program?

Using a flowchart to design a computer program is helpful as you can see it in its simplest form as inputs and outputs. You can see where the program is going which will prevent mistakes when creating the code.

What does repeat mean in computer programming?

Using the repeat command will make a block of commands run for a set number of timers or forever. These saves rewriting the code many times.

What is the difference between 'timer after' and 'timer every'?

A 'timer after' means after a certain amount of seconds, the action will occur. 'Timer every' means that the action will re-occur every certain amount of seconds on a loop.



Key Vocabulary

Object

An element in a computer program that can be changed using actions or properties. In 2Code, buttons, characters and vehicles are types of objects.

Properties

All objects have properties that can be changed in design or by writing code e.g. image, colour and scale properties.

Sound

This is a type of output command that makes a noise.

Test

When code is run to check that it works correctly.

Timer

Use this command to run a block of commands after a timed delay or at regular intervals.

Output

Information that comes out of the computer e.g. sound.

Repeat

This command can be used to make a block of commands run a set number of times or forever.

Plan

Set out what you would like the program to do before it is written.

Sequence

when a computer program runs commands in order.

Predict

Say what you think will happen when a piece of code is run.

Scene

A visual aspect of a program.

Procedure

A set of coded instructions that perform a certain task.

Key Images



Open, close or share a file.



Save your work.



Open design mode in 2Code.



Switch to code mode in 2Code.



A timer code block.



Repeat block.