**Science: Chris Quigley Curriculum. Milestone 1 & 2: Living Things & Their Habitats, focusing on Australia**Explore and compare the differences between things that are living, dead and things that have never been alive.Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including micro-habitats.Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Recognise that living things can be grouped in a variety of ways.

* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* Recognise that environments can change and that this can sometimes pose dangers to living things
* ​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)

**Maths: White Rose**

**Finish multiplication and Division and keep practising times tables. Y2, 2X, 5X and 10X and Y3, 4X, 8x and 3X. Statistics –tally and bar charts and pictograms to record data. Fractions and measuring. Y2 will return, to addition and subtraction number sentences and word problems.**

**EXTRA – seasons, days and months tutoring groups of three sessions**

**History main events: when and where was Queen II born? Official titles, timeline of important dates of her life, her children. What is a monarch? Society: describe some activities she takes part in, visitors she welcomes. What is the commonwealth? What does the word Nation mean? Beliefs: Which church is she Governor of? Which monarch was the first leader of the church of England? Culture and pastimes: Which queen started many traditions that Queen Eliz still follows? When did she give her first Christmas message on TV YEAR 3 compare with other famous kings and queens, fact file about Queen.**

**Lesson 1 Recap our class key stage 1 timeline and add important dates from our Queen. Lesson 2 What is a monarch? Look at immediate family tree. Lesson 3 What is the commonwealth? What does the word nation mean? Lesson 4 How long has the Queen reigned and what special event is happening on June 3rd 2022? Lesson 5 Can we find out about our Queens hobbies and interests? Lesson 6 What beliefs does our Queen hold?**

**Geography Chris Quigley - Location: to include describe the location of Australia, what is the commonwealth, capital city, ocean, continent. Physical features: What is the Outback? Uluru? Australia’s highest peak, longest river? What is the Great Barrier Reef? Human features: states of Australia’s, locate and label the main cities in Australia. What is the biggest city in Australia’s interior? YEAR 3 compare and contrast the location, physical and human features Australia and UK.**

**Lesson 1 To explore Australia and where it is in the world. Lesson 2 To be able to use a compass and explore what is NSEW are. Lesson 3 To explore Australia’s climate and weather. Lesson 4 To explore what Christmas is like in Australia compared to the UK Lesson 5 To explore the physical features and landscape of Australia. Lesson 6 To investigate Australia’s unusual animals. Lesson 7 To explore Australia’s culture and lifestyle.**

**PSHE: One Decision Curriculum**

Children will learn about keeping and staying healthy, linking to their science learning on what humans need to be healthy.

Children will also look about ways to maintain good mental health, including learning about keeping calm, finding our inner drive, and thinking before we react.

**ICT:** Children will use video recording equipment to film themselves speaking in French.

Children will begin to learn about coding, including what ‘algorithms’ are and what ‘debugging’ means, partly through the use of Scratch Jnr.

Children will continue to learn about the safe use of the internet, including looking at issues such as ‘cyber bullying’.

**English – No Nonsense Literacy and books for topics – see sequences for planning.**

**An anthology of intriguing animals by Ben Hoare.**

**I don’t like Snakes by Nicola Davies**

**Hidden World Ocean**

**Could a Penguin ride a bike Camilla de la Bedoyere**

**Wow Day**

**26th January Australia Day,**

**Make Animal Masks**

**Bake and Ice/decorate Lamingtons**

**Aboriginal art**

**History of Australia day**

Australia 

**Music Jenny Baker National Anthems Australian songs**

**RE What is the Christian place of worship?** Features of a Church Why Christians go to Church What Christians do in a Church Ministries within Christianity.

**How can Christians show their identity?** Identifying the symbols associated with Christianity A variety of expressions of Christian faith and what is the **‘good news’ Christians say Jesus brings? (Gospel)**

**Who do Christians say made the World? (Creation Story) Gods very colourful creation Gods brilliantly big creation story.**

**Why is Easter special for Christians?**

**Artist Spotlight: Claude Monet – At the seaside** We’ll be exploring the process that made Monet the founder of the Impressionist group of painters. How he was inspired by his environment and the artist Eugene Boudin, who became his mentor and eventually taught him how to use oil paints. We’ll be learning about the effect of light by painting the same subject over and over again trying to capture different moments in light, colour and time. We’ll be focussing on the process of his painting. First how he used charcoal and pastels when experimenting and practising as a young artist. Secondly how he carried a sketchbook around with him so that he could draw his ideas quickly on paper. Finally, how he learned about the effect of light by painting the same subject over and over again in different types of light. We will be looking at the effects of Monet and other impressionists using thick dabs of paint, which made people wonder if he had finished the painting in a hurry instead of capturing a moment in time. We will explore using thick, quick brushstrokes and use a wide range of vibrant colours. We’ll explore visual language in the painting – The beach at Trouville where a moment of sunlight and colour captured the brightness of the white dress not in the shade and capture the blurry detail in the faces of the two women. Chris Quigley Milestone

**Design Technology**

**Make Lamingtons - cooking**

**Design and make a rain maker (What materials make the best/ loudest/quietest rain sounds? Send home planning sheet for homework**