**Year 3 (Phase 2/ Lower Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | **Key vocabulary** | **Ongoing reflection/**  **Modification** |
| **AUGUST/ SEPTEMBER** | | | | | | | | | | | |
| **Week 1**  **(30/08/2020-03/09/2020)** | 100% Distance Learning | **(Revision from previous year)**  Visualizing the world | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. | Introduction to OneNote, Padlet, Nearpod, etc.  Describe how we can use data to see the world.  Understand the impact of data visualization.  Explain how we can use data to improve our lives and create opportunities  Predict the future using data. | Recalling the ways to gather and present data, example tally charts, tables, etc. | Maths, ICT, English, Accounting. | Student devices with OneNote, Padlet, Nearpod.  Visualising the world resources:  <https://schools.expo2020dubai.com/en/initiatives-for-schools/learning-resources>  <https://app.seesaw.me/pages/shared_activity?share_token=8WNVaAOXTDKbL-T-Zkq2rQ&prompt_id=prompt.a483e5c3-7876-41e7-bc65-eac2701a6203> | Different ways to present data will be given as homework. | OneNote, MS Teams chat box, Padlet, Nearpod. | Data,  Organise,  Sort,  Arrange,  Present,  Visually,  Collect,  Explore. | Week 1 is to be orientation week.  Week 2 for familiarizing with apps and recalling past concepts.  Week 1 plan will be carried forward to week 2 mid. |
| **Week 2**  **(06/09/2020-10/09/2020)** | 100% Distance Learning | Growing Plants  (revision from Year 2) | Observe and describe how seeds and bulbs grow into mature plants. | Identify, name, draw the process of how seeds and bulbs grow into mature plants. | Students will be able to recall their prior knowledge of a plant life cycle. | Art, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/units/18>,  PowerPoint presentation, Quizizz | Investigation on seeds or bulb plants accessible at home.  Student not having access to plants at home will be provided with video links and simulations to work with. | MS Teams chat box, Mentimeter, Quizizz | Seeds, Bulb, Plants, Mature,  Life cycle. | Week 2 plan has been carried forward to week 3 |
| **Week 3**  **(13/09/2020-17/09/2020)** | Blended learning | Looking After Plants | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | 1.Know that plants have roots, leaves, stems and flowers.  2. Know that plants need healthy roots, leaves, and stems to grow well.  3.Observe and compare objects, living things and events. | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | Art, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research on at least 3 basic parts of plants with proper labelling. | MS Teams chat box, Quizizz | Flowers, Healthy, Leaves,  Roots,  Stems. |  |
| **Week 4**  **(20/09/2020-24/09/2020)** | Blended learning | Looking After Plants | Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | Explain with examples the observation that plants need light and water to grow. | Recalling that plants need water, light and a suitable temperature to grow and stay healthy. | Art, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams, Quizizz | Plants Investigation from Cambridge elevate page 8. | MS Teams chat box, Quizizz | Explain,  Fair test, Investigation,  Predict. |  |
| **Week 5**  **(27/09/2020-01/10/2020)** | Blended Learning | Looking After Plants | Investigate the way in which water is transported within plants. | Know that water is taken in through the roots and transported through the stem. | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Cambridge elevate page 9. | MS Teams Chat, discussion, and Quizizz | Absorb, Transportation. |  |
| **OCTOBER** | | | | | | | | | | | |
| **Week 6**  **(04/10/2020-08/10/2020)** | Blended Learning | Looking After Plants | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Know that plant growth is affected by temperature. | Recall how to find out and describe how plants need water, light and a suitable temperature to grow  and stay healthy. | English, Art, Moral Education, Maths. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Investigation of growth of plants through demonstration/ home activity/ simulations. | MS Teams chat box, Observation, Quizizz and discussion. | Bar chart, Conclusion, Result,  Temperature. |  |
| **Week 7**  **(11/10/2020-15/10/2020)** | Blended Learning | Looking after ourselves. | 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. | Explore and research the adequate, varied diet needed to keep healthy. | Describe the importance for humans of exercise, eating the right amounts of different  types of food, and hygiene. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research on right types and amount of nutrition for human body. | MS Teams discussion, Quizizz | Carbohydrate, Dairy,  Energy,  Fat. |  |
| **Week 8**  **(18/10/2020-19/10/2020)** | Blended Learning | Looking after ourselves. | 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 | Explore and research the adequate, varied diet needed to keep healthy. | Describe the importance for humans of exercise, eating the right amounts of different  types of food, and hygiene. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Craft your own healthy plate using recyclable materials. | MS Teams chat box. | Diet, Nutrition, Dehydrate, Headache. |  |
| **Parent-Teacher Meeting (20/10/2020)**  **Half Term Break for Students (20/10/2020-22/10/2020)** | | | | | | | | | | |  |
| **Week 9**  **(25/10/2020-29/10/2020)** | Blended Learning | Looking after ourselves | 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 | Describe and explain that some foods such as very sweet and very fatty foods can be damaging to our health. | Describe the importance for humans of exercise, eating the right amounts of different  types of food, and hygiene. | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Elevate Cambridge book page no. 14. | MS Teams Chat, Quizizz | Discuss, Record,  Salt. |  |
| **NOVEMBER** | | | | | | | | | | | |
| **Week 10**  **(01/11/2020-05/11/2020)** | Blended Learning | Looking after ourselves. | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Explore and research exercise and adequate, varied diet needed to keep healthy. | Describe the importance for humans of exercise, eating the right amounts of different  types of food, and hygiene. | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Reading page no. 22 and 23. | MS Teams chat box, Mentimeter, Quizizz and discussion. | Exercise, Muscles, Hygiene, Movement, Protection. |  |
| **Week 11**  **(08/11/2020-12/11/2020)** | Blended Learning | Living Things | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. | Describe the difference between living and non-living things using knowledge of life process. | Recall how to find out about and describe the basic needs of animals, including humans, for  survival (water, food and air). | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Comparison between living and non-living things. | MS Teams chat box, Quizizz | Breathe, Exercise,  Grow,  Life Process. |  |
| **Week 12**  **(15/11/2020-19/11/2020)** | Blended Learning | Living Things | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. | Explain that life processes that are common to human and animals including nutrition (water & food), movement, growth and reproduction. | Recall about and describe the basic needs of animals, including humans, for  survival (water, food and air) | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page no. 18 | MS Teams chat box discussion, Quizizz | Adult,  Feed, Reproduction, Nutrition. |  |
| **Week 13**  **(22/11/2020-26/11/2020)** | Blended Learning | Living Things | Describe the life process of reproduction in some plants and animals. | Explain that life process, common to human and animals including nutrition (water and food), movement, growth and reproduction. | Recall and describe the basic needs of animals, including humans, for  survival (water, food and air) | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research and compare the movement and reproduction in human including animals and plants. | MS Teams chat box discussion, Padlet | Reproduce, Offspring. |  |
| **Week 14**  **(29/11/2020-30/11/2020)** | Blended Learning | Living Things | Explore and use classification keys to help group, identify and name a variety of living  things in their local and wider environment | Sort living things into groups, using simple features and describe rationale for grouping. | Describe the life process of reproduction in some plants and animals. | English, Maths, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page no. 20 | Padlet, Quizizz, MS teams chat box | Data,  Different, Fingerprints, Identify. |  |
| **Martyr’s Day (01/12/2020)**  **U.A.E. National Day Holiday (02/12/2020-03/12/2020)** | | | | | | | | | | | |
| **DECEMBER** | | | | | | | | | | | |
| **Week 15**  **(06/12/2020-10/12/2020)** | Blended Learning | Living things | Explore and use classification keys to help group, identify and name a variety of living  things in their local and wider environment. | Sort living things into groups, using simple features and describe rationale for grouping. | Recognize that living things can be grouped in a variety of ways. | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Use simple classification key to group various mammals including human.  Page no. 36 and 37 | MS Teams chat box, Quizizz, Mentimeter, Padlet. | Classification key,  Group, Mammals, Habitat, Environment, Group, Question, Classification. |  |
| **Winter Break**  **(13/12/2020-31/12/2020)** | | | | | | | | | | | |