

Continuous Provision Opportunities

CONTINUOUS PROVISION THE SKILLS

Continuous Provision is the child's opportunity to independently apply what they have been taught. A range of activities will be provided for children to use for personal interaction and investigation. For example:

Reading: Features of non-fiction writing and how to locate information.

Research skills/Computing : Navigating around 'Swiggle' to find appropriate information, checking sources to ensure validity. PowerPoint to track sharks and present to the rest of the class.

Writing: creative writing based on a deep sea adventure.

Art : sketching deep sea creatures using tone and shade skills as a chance to show deeper understanding.

D.T. : Creating a working periscope.

Year 3/4—Summer



The Blue Abyss

Grab your wetsuit! We're going deep into an underwater world of incredible coral and mysterious sea creatures. Head to your local aquarium and learn about life in the ocean. Can you pick a favourite fish, plant or animal?

What do real divers get up to below the surface? Create a fishy story about exploring an amazing underwater world.

Peruse the Pacific with your own periscope that we will make to show how submarines used to keep a look out. What are those bright lights in the distance? It's a group of bioluminescent sea creatures. Look closely and create a colourful art exhibition when you rise to the surface.

Flippers on? Snorkel ready? Let's head into the blue abyss.

Our learning will include:

English - Linking to topic— Advert for a fishing trip or to visit an area of outstanding beauty (e.g. coral reefs)

Adventure stories based under the sea.

Maths (not linked to topic) - Shape, space and measure skills.

Revisiting the four operations of number to maintain skills and develop fluency.

Science— Y3—Plants/rocks- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, 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, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Y4—Electricity/science skills—identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit .

RE— Whole school learning topic around Pentecost. Key stage 2 involvement in 'Experience Pentecost'

DT - Creating periscopes that are fit for purpose. This will also link to the previous science topics of light, thinking about how light travels to be reflected by the mirrors.

PE - Y4— Being healthy and active. Teamwork in organised games e.g. rugby, rounders, cricket.

Swimming for year 3.

Geography - I know that different places can have both similar and different features (Places). I can describe and compare the features of different places and explain why they are there (Places). I am beginning to use appropriate language to describe and write about what I have learned (Enquiry and skills). I can offer reasons for some of my ideas and for my views and judgements about places and environments (Patterns and processes).

Computing - Safe Internet use will introduce Computing for the year and research and presentation skills, using a range of Programs, will produce posters, leaflets and presentations which are linked to the topic.

MFL—le déjeuner— looking at food that children might want to ask for if they were to visit France. We will also be linking in likes and dislikes to further increase the range of language children can use in a French conversation.

Y3— Des animaux— Naming animals and using these animal names to create simple sentences. J'ai un cheval.