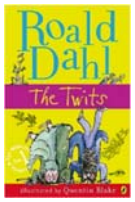
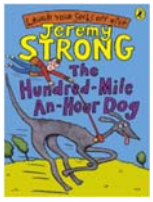
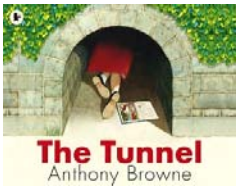
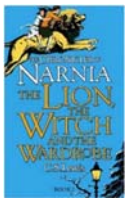
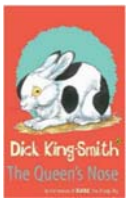
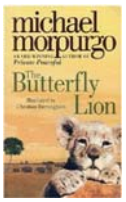
Year Three Term 1 **Europe-A Holiday Destination**

<table>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="4">Reading Spine</td></tr>
<tr><td rowspan="5">English</td><td>Theme</td><td>Europe – A Holiday Destination</td><td rowspan="2">  </td><td rowspan="2"> </td><td rowspan="2"> </td><td rowspan="2">  </td></tr>
<tr><td>Main Text</td><td>The Tunnel
  </td></tr>
<tr><td>Story plot and focus</td><td>Warning Story/portal
Focus: dialogue</td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3"> </td></tr>
<tr><td>Poetry Unit</td><td>Shape poems/calligrams
Linked to story</td></tr>
<tr><td>Non Fiction Unit</td><td>Diary entry</td></tr>
<tr><td></td><td></td><td>Writing assessment</td></tr>
<tr><td>Mathematics</td><td colspan="5">Maths No Problem
Chapter 1 Numbers to 1000
Chapter 2 Addition and Subtraction
Assessment Week</td></tr>
<tr><td>Science</td><td colspan="5">Working Scientifically

Links to the statutory programme of study:
• Can they ask relevant questions and using different types of scientific enquiries to answer them
• Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment
• Can they gather, record, classify and present data in a variety of ways to help answer questions
• Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
• Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
• Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
• Can they identify differences, similarities or changes related to simple scientific ideas and processes
• Can they use straightforward scientific evidence to answer questions or to support their findings.

Non-statutory notes & guidance:
• Can they make observations of different rocks (inc close observation through a hand lens looking at structure (e.g. granular/crystalline/fossilised) and record their findings?
• Can they group and classify rocks based upon observable features/using a key?
• Can they identify the differences & similarities between different soils?
• Can they explore how rocks might have changed over time? e.g. weathering of gravestones.
• Can they undertake research to find out the different kinds of living things whose fossils are found in sedimentary rock and how fossils are formed?
• Can they make observations of and raise questions about different kinds of soils and rocks, how they are formed & the changes that occur when they are in water?

Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 3 that topic is: Plants.

This topic requires planning for making observations throughout the school year.

A suggested learning journey re making observations over time is:
Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</td></tr>
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	<u>Rocks</u> • Can they compare and group together different rocks on the basis of their appearance and simple physical properties? • Can they create their own criteria/rules for classifying a group of different rocks/soils and apply them consistently when sorting? • Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? • Can they recognise that soils are made from rocks and organic matter?
History	**No history**
Geography	***Possible starting point / stimulus:*** *A travel brochure* *Packing case/rucksack* **<u>A Holiday Destination</u>** **Geographical Enquiry** • **Can they raise relevant questions for investigation?** • **Can they identify key features of a locality by using a map?** • **Can they begin to use 4 figure grid references?** • **Can they accurately plot NSEW on a map?** • **Can they use some basic OS map symbols?** • Can they make accurate measurement of distances within 100Km? • Can they work out how long it would take to get to a given destination taking account of the mode of transport? **Physical Geography** • **Can they locate the Mediterranean and explain why it is a popular holiday destination?** • **Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?** **Human Geography** • **Can they explain how the lives of people living in the Mediterranean would be different from their own?** • **Can they identify why they would prefer to live at home or at a holiday destination in the** Mediterranean**.** • **Can they explain how people's lives differ due to weather?** • **Can they explain the reasons for packing/choosing items of clothing re a** Mediterranean **destination?** • **Can they explain why the food available/types of housing found in different destinations might be different to London?** • Can they explain why you should be aware of cultural sensitivities re clothing choices in different destinations. • **Can they confidently describe human features in a locality?** • **Can they explain why a locality has certain human features?** • Can they explain why a place is like it is? **Geographical Knowledge** • **Can they name a number of countries in the Northern Hemisphere?** • **Can they name and locate some well-known European countries?** • **Can they name and locate the capital cities of neighbouring European countries?** • Are they aware of different weather in different parts of the world, especially Europe? • Can they name the two largest seas around Europe?
E-safety	**Knowledge & understanding** Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? **Skills** • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? • Can they use different search engines?
Computing	**<u>Presentation</u>** **Photo story 3**

	Create a presentation that moves from slide to slide and is aimed at a specific audience. 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.(own plans)
Religious Education	**<u>How and why do Hindus celebrate Holi?</u>** Who do we think 'goodies' & 'baddies' are? What happens at the Hindu festival at Holi? What other story is told at Holi? How does Holi show what Hindu people believe about God? Can we write a story which teachers the value of not giving up and bring it to life?
Physical Education	**<u>Games -netwall</u>** **Health and fitness** •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? **Acquiring and developing skills** •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? **Net/wall tennis** •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? **Evaluating and improving** •Can they explain how their work is similar and different from that of others? •With help, do they recognise how performances could be improved? **<u>Swimming</u>** • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? **Challenging** • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance?
Art and Design	**<u>Can we change places?-sculpture</u>** **Drawing** •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they use different grades of pencil shade, to show different tones and texture? **Sketch books** •Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? •Can they make notes in their sketch books about techniques used by artists? •Can they suggest improvements to their work by keeping notes in their sketch books? **3D/ Textiles** •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? Use of IT •Can they use the printed images they take with a digital camera and combine them with other media to produce art work?
Design and technology	**No design & technology**
Music	**<u>Exploring descriptive sounds</u>** **<u>Peforming</u>** •Can they play clear notes on instruments? **Composing** •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? **Appraising** •Can they improve their work; explaining how it has improved?

	•Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? **Challenge** •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?
French	**Listening and responding** •Do they listen and show understanding of single words through physical response? •Do they listen and identify rhyming words and particular sounds in songs and rhymes? •Do they recognise a familiar question? •Do they join in with actions to accompany familiar songs, stories and rhymes? **Speaking** •Do they repeat words modelled by a teacher? •Do they respond to a familiar question with a simple rehearsed response? •Do they name objects and actions and link words with a simple connective? •Do they name nouns and present a rehearsed simple statement? •Do they use strategies for memorisation of vocabulary? **Reading and responding** •Do they identify individual sounds in words and pronounce accurately? •Do they start to recognise the sounds of some letter strings? •Do they read and show understanding of familiar single words? •Are they familiar with the layout of a bi-lingual dictionary? •Do they write and say simple familiar words to describe people, places, things and actions using a model? •Do they write single familiar words from memory with understandable accuracy? **Writing** •Do they use strategies for memorisation of spelling? **Grammar** •Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages?
PSHE	**E-safety** **<u>Jigsaw-Being Me in My World</u>** **Special and safe** Can they help others to feel welcome? **My class** Can they try to make our school community a better place? **Rights and responsibilities** Can they think about everyone's right to learn? **Rewards and feeling proud** Care about other people's feelings? **Consequences** Can they work well with others? **Owning our learning charter** Can they choose to follow the learning charter?
Enrichment	• Use of laptops • Black History –Jesse Owen • Visitors- from Europe/ RE focus • Tate Modern