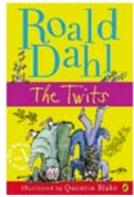
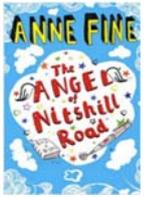
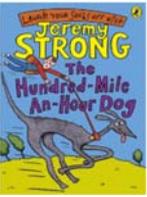
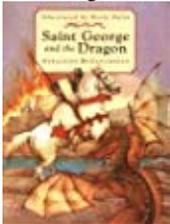
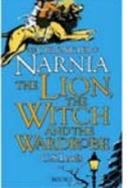
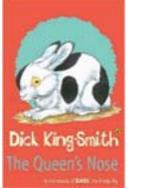
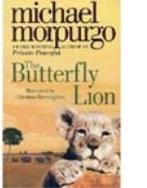


Year Three Term 2 Fire and Water

Writing Map		Reading Spine				
English	Theme	Fire and water				
	Main Text	St George and the Dragon 				
	Story plot and focus	Quest Focus: Dilemma - action				
	Poetry Unit	Observational poem – link to George and the Dragon				
Non Fiction Unit	Non-chronological report – dragons					
Mathematics	Maths No Problem Chapter 3 Multiplication and Division Chapter 4 Further multiplication and division					
Science	<p>No science <i>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.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>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.</p>					
History	<p>Possible starting point / stimulus: <i>History off the page workshop</i> <i>Picture/museum visit seeing stone/iron age tools</i></p> <p><u>Changes in Britain from the Stone Age to the Iron Age</u> This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Can they set out events on a timeline, within a given period identifying special events that took place? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> Can they begin to picture what life would have been like for the early settlers? Do they appreciate that the early Britons would not have communicated as we do or have eaten as we do? <p>Historical enquiry</p> <ul style="list-style-type: none"> Can they raise questions about changes in how people lived over time? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they, through research, identify similarities and differences between given periods in history? Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they research a specific event from the past? Can they use their ‘information finding’ skills in writing to help them write about historical information? <p>Chronological understanding</p> <ul style="list-style-type: none"> Can they use a timeline within a specific time in history to set out the order things may have happened? Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? 					

Geography	<p><i>Possible starting point / stimulus:</i> <i>A map showing earthquake zones</i> <i>Pictures showing the impact of an earthquake</i> <i>A visit to the 'Volcanoes & Earthquakes' exhibit at the Natural History Museum</i></p> <p><u>Earthquakes</u></p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • 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? <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? <p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain how the lives of people living in earthquake zones would be different from their own? • Can they recognise how buildings might be constructed in order to make them 'earthquake proof' or why there might be few habitable old buildings? • Can they identify the risks of living in an earthquake zone and compare these to the risks of living somewhere like Canning Town? • Can they compare the differences between landscape features of an earthquake zone & the local area? • Can they explain how people's lives differ due to the physical characteristics/features of a region? • 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? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name and locate some well-known European and North/South American countries/states ? • Can they name and locate the capital cities of neighbouring European/South American countries/North American states? • Are they aware of & can they locate the regions of the world that are most prone to earthquakes on a map/in an atlas? • Can they identify any patterns relating the regions that are prone to earthquakes & those regions that are not? • Can they explain why certain places are more prone to earthquakes than others? • Do they understand how the impact of earthquakes has influenced the nature of a region over time?
E-safety	<p>Knowledge & understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> • 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? <p>Skills</p> <ul style="list-style-type: none"> • 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? <p>Can they use different search engines?</p>
Computing	<p><u>Using the Internet</u></p> <ul style="list-style-type: none"> • Can they find relevant information by browsing a menu? • Can they search for an image, then copy and paste it into a document? • Can they use 'Save picture as' to save an image to the computer? • Can they copy and paste text into a document? • Do they begin to use note making skills to decide what text to copy? • Can they use the email address book?

	<ul style="list-style-type: none"> •Can they open and send an attachment? <p>Challenging</p> <ul style="list-style-type: none"> •Can they search by key word using a child friendly search engine? •Can they boo k mark a page into your favourites?
Religious Education	<p><u>What is the significance of light in religions?</u></p> <p>Why is light special? Why do Hindus have divas for Diwali? Why do Sikhs celebrate Diwali? How do Christians use light at Christmas? What do Jews remember at Hanukkah? What does the light at Hanukkah symbolise? Why is light important at Diwali Christmas and Hanukkah?</p>
Physical Education	<p><u>Dance</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Dance</p> <ul style="list-style-type: none"> •Do they improvise freely, translating ideas from a stimulus into movement? •Can they create dance phrases that communicate ideas? •Do they share and create phrases with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? •Do they use dynamic, rhythmic and expressive qualities clearly and with control? •Do they understand the importance of warming-up and cooling-down? •Do they recognise and talk about the movements used and the expressive qualities of dance? •Can they suggest improvements to their own and other people’s dances? <p>Challenging</p> <ul style="list-style-type: none"> •Do they use a wide range of movements when improvising? •Can they choose appropriate movements to express the idea, mood and feeling of a dance? •Can they take the lead when creating dances with a partner or in a group? •Do they show a greater understanding of how to compose dance phrases? •Can they show greater fluency and control in their movements? •Do they interpret rhythm well, using a range of musical accompaniments? •Do they interpret and express their thoughts clearly when talking about dance? •Can they make appropriate suggestions about how work could be improved? <p><u>Swimming</u></p> <ul style="list-style-type: none"> • 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? <p>Challenging</p> <ul style="list-style-type: none"> • 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	No art& design

Design and technology	<p><u>Moving Monsters-Dragons</u> Mechanical components-pneumatics •Do they select the most appropriate tools and techniques to use for a given task? •Can they use a number of components? Stiff and flexible sheet materials •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials? Textiles •Can they choose textiles both for their appearance and also qualities? Developing, planning and communicating ideas •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? Working with tools, equipment, materials and components to make quality products •Can they use equipment and tools accurately? Evaluating processes and products •Can they explain what they changed which made their design even better?</p>
Music	<p><u>Exploring Sound Colours</u> Performing •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?</p>
French	<p><u>Listening and responding</u> •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? <u>Speaking</u> •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? <u>Reading and responding</u> •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? <u>Writing</u> •Do they use strategies for memorisation of spelling? <u>Grammar</u> •Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages?</p>
PSHE	<p>e-safety lesson <u>Celebrating Difference (including anti-bullying)</u> Families Can they accept that everyone is different? Family conflict Can they include others when working and playing? Witness and feelings Do they know how to help if someone is being bullied? Witness and solutions Can they try to solve problems? Words that harm Can they use kind words? Celebrating difference Can they give compliments?</p>

Enrichment

- Use of laptops
- Visitors- Earthquake experience
- Educational visit –Place of Worship Synagogue visit
- British Museum
- Anti-bullying Week