

Year 3 Unit of Learning – Autumn 1

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| <p>Values Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p>Learning Dispositions Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p>Central Idea Mountains shape the culture and lifestyle of people in the surrounding area. Mighty Mountains</p> | <p>Guiding Questions What is a good terrain? What is life like living near a mountain? How do mountains shape culture?</p> | |
| <p>Computing I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output (Poplet, Padlet); I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <p>Core Texts/ Visits <i>The Monster Over the Hill</i></p> <p>Suggested visit: Mile End/The Reach</p> | <p>Religious Education Greenwich Windows on Faith Buddhism: The Buddha Unit 1 Key Questions What is a Buddha? How did the Buddha teach that people should live? The Buddha's search for truth. Buddha means the 'awakened one'. He was a human being who 'woke up' from the 'sleep of confusion' and became aware of the truth. The Buddha became free of suffering and was able to help others to 'awaken themselves' Teachings of the Buddha The Four Noble Truths: People should work at becoming kind, compassionate, generous, truthful; people should try not to hurt any living thing, take things that are not given and try to be honest and straightforward Story of Siddhartha and the Swan</p> | <p>PHSE Link to Values I recognise my worth as an individual by identifying positive things about myself and my achievements. I know that people and other living things have needs and responsibilities. I can identify various responsibilities that I have at school. I know what I believe is fair and unfair and can express my views and opinions and be open to change.</p> |
| <p>Physical Education Knowledge and Skills Games Unit 1- ball skills I can use running, jumping, catching and throwing in isolation and in combination; I can play competitive games, and apply basic principles suitable for attacking and defending Gym Unit L – stretching and curling I can develop flexibility, strength, technique, control and balance ; I can consolidate and improve the quality of my actions, body shapes and balances, and my ability to link movements.</p> | <p>Physical Education Evaluation, Fitness and Health I can compare my performances with previous ones to achieve my personal best. I can improve my ability to select appropriate actions and use simple compositional ideas. I can recognise and describe the short term effects of exercise on the body during different activities. I know how to improve stamina. I know the importance of suppleness and strength. I can describe and evaluate the effectiveness and quality of a performance. I can recognise how my own performance has improved.</p> | <p>Writing Genres Fiction Narrative (stories) with a focus on myths and legends Adventure , mystery and real life stories Non-Fiction Instructions</p> | <p>Singing I can use my voice expressively I can listen with attention to detail and recall sounds with increasing aural memory; I can sing songs from memory I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience</p> | |
| <p>Science Knowledge and Skills Light I can recognise that I need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the sizes of shadows change. I might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> | | <p>Maths Refer to Progression in Calculation</p> | <p>Art Textiles, Digital Media I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage Refer to Lower KS2 Progression in Art and Design Skills</p> | |
| | | <p>Geography The United Kingdom, Compass Points Locational Knowledge: I can name and locate countries, counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including mountains) Place Knowledge: I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Snowdonia?) and a region in a European country (Mount Etna, Sicily?) Human and Physical Geography: I can describe and understand key aspects of: physical geography, including: mountains I can describe and understand key aspects of: human geography, including: types of settlement and land use., economic activity including trade links and the distribution of natural resources including energy, food, minerals, and water. Geographical skills and field work: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. I can use globes, maps and plans at a range of scales and locate places using simple symbols.</p> | | |

Year 3 Unit of Learning – Autumn 2

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| <p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Individuals and groups bring different perspectives to the culture of a community.</p> <p style="text-align: center;">Mexico</p> | | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a good community? How are communities enriched? How do perspectives affect communities?</p> | | |
| <p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals. I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information (Appshed). Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Tear Thief, Rain Player</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Wahaca</p> | | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity: The Bible Unit 5</p> <p>Key Questions How do Christians use the Bible? What is the relationship between the life of Jesus and the Old and New Testaments? What does the Bible contain? How does using the Bible help Christians to grow in their faith? Key Concepts A source of Christian belief and teaching – some Christians read the Bible every day and find it helpful for their everyday lives; The Old and New Testaments include many books with different genres; these include history, law, songs; Gospels and letters; The Gospel stories tell about events in Jesus' life; Jesus' teaching about the Kingdom of God in parables; The Lost Sheep; Ten Commandments with particular focus on the two greatest commandments.</p> | | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know about jobs carried out by people I know. I appreciate the range of national, religious and ethnic identities in the UK. I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them. I can use basic techniques to resist pressure to wrong in a range of situations and know where to seek help if required.</p> |
| <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym – unit N - pathways I can develop flexibility, strength, technique, control and balance, I can improve my ability to select appropriate actions and use simple compositional ideas Games – unit 3 – net and court I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending I can develop the range and consistency of my skills in all games I can improve my ability to choose and use simple tactics and strategies</p> | <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and can describe the short term effects of different exercise activities on the body I know the importance of suppleness and strength I can describe and evaluate the effectiveness and quality of a performance I can recognise how my own performance has improved</p> | <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Explanation/Information text</p> | | <p style="text-align: center;">Music</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can develop an understanding of the history of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers I compose and perform simple melodies and songs independently I recognise and create repeated patterns I describe music using appropriate vocabulary I carefully choose order, combine and control sounds with awareness of their combined effect</p> | | <p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can listen with attention to detail and recall sounds with increasing aural memory I can sing songs from memory I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I combine sounds with movement and narrative</p> |
| <p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Sound</p> <p>I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases. Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p> | | <p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can decide whether my question is relevant to the topic or not. I can think of/explain my own method. I can identify variables to change/measure. I can choose which variables to change/measure. I can use my science knowledge to say why. I can use scientific vocabulary. I can select the most appropriate type of equipment for taking standard measures (e.g. sand timer vs stopwatch). I can use equipment to help me observe more closely (e.g.: hand lens, microscope). I can draw what I see accurately. I can use labelled diagrams to show what I found. I can use a range of sources to find out information. I can present my results as a bar chart (choosing scale/axes) I can ask questions about different bars and charts. I can use my table/chart/graph to say what happened. I can use comparative language I can explain my results using scientific vocabulary. I can identify results that are not reliable.</p> | | <p style="text-align: center;">History</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p>I use a timeline to place events I have found out I understand that a timeline can be placed into BC and AD (BCE and CE) I use evidence to describe: houses, settlements, culture and leisure activities, clothing; ways of life and beliefs of people in the past. I use evidence to explain why changes may have occurred. I can describe similarities and differences between some people events and objects. I use a range of sources to collect information about the past.</p> | <p style="text-align: center;">Geography</p> <p style="text-align: center;">Central American Country</p> <p>Locational Knowledge I can locate the world's countries, focusing on South America, its environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America Human and Physical Geography I can describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I ask questions and express my views about places and environments. I know about different places and environments in different parts of the world and am aware that places have different and similar characteristics I can gather information using given sources</p> | <p style="text-align: center;">Art</p> <p style="text-align: center;">3D</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history. Key Skills Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p> |

Year 3 Unit of Learning – Spring 1

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| <p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p style="text-align: center;">The Maker</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Ancient civilisations help people to understand the modern world.</p> <p style="text-align: center;">The Flintstones!</p> | <p style="text-align: center;">Guiding Questions</p> <p>What was a good life for Stone Age Man? What is a good natural resource? How have we built upon ideas from the past?</p> | |
| <p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals; I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked. I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Stone Age Boy</i> <i>BFG</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Lesnes Abbey fossil pits, Natural History Museum</p> | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction Letter Playing with words Narrative</p> <p style="text-align: center;">Non-Fiction Reports</p> | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Christianity 2: Local Christian places of worship</p> <p style="text-align: center;">Unit 6</p> <p>Key Questions Why are there different places of worship for Christians? What similarities are there in what Christians believe? How does coming together help Christians to grow in their faith?</p> <p>Key Concepts Special places for Christians; There are many different types of Christian places of worship; Belonging to a group and sharing activities with others is important and meaningful; Worship includes the use of stillness and silence for reflection; Reasons why people pray; The Lord's Prayer; The Bible (a source of Christian belief and teaching) used in services</p> | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know that my actions affect me and others. I can confidently use restorative conversations to resolve issues affecting me and my friends. I can identify different types of feelings and adjust my behaviour to cope. I understand how my actions show others that I care about their feelings.</p> |
| <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and skills</p> <p>Games Unit 2 – games making I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Dance Unit 1 I can perform dances using a range of movement patterns showing an awareness of rhythmic, dynamic and expressive qualities, on my own, with a partner and in a small group</p> | <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones to achieve my personal best I know and can describe the short term effects of different exercise activities on the body I know how to improve my stamina I begin to understand the importance of warming up I can recognise good performance and identify the parts of a performance that need improving I can use what I have learned to improve my work</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> | <p style="text-align: center;">Singing</p> <p>I can play and perform in solo and ensemble contexts, using my voice I can listen with attention to detail and recall sounds with increasing aural memory I can sing songs from memory with accurate pitch, either in a group or alone; I can sing in tune ; I sing and play a range of singing games I can maintain a simple part within an ensemble; I understand the importance of articulating the words to communicate the song to the audience; I show that I have a good memory for sounds and songs and show control in my voice I can sing songs from memory with accurate pitch, either in a group or alone I combine sounds with movement and narrative</p> | |
| <p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter. Children might: observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time; use a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. They can raise and answer questions about the way soils are formed.</p> | <p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can decide whether my question is relevant to the topic or not. I can think of/explain my own method. I can identify variables to change/measure. I can choose which variables to change/measure. I can use my science knowledge to say why. I can use scientific vocabulary. I can select the most appropriate type of equipment for taking standard measures (e.g. sand timer vs stopwatch). I can use equipment to help me observe more closely (e.g.: hand lens, microscope). I can draw what I see accurately. I can use labelled diagrams to show what I found. I can record my results in a tally chart/table. I can use a range of sources to find out information. I can use my table/chart/graph to say what happened; I can use comparative language to compare results. I can explain my results using scientific vocabulary; I can identify unreliable results.</p> | <p style="text-align: center;">History</p> <p style="text-align: center;">Early Britons and settlers, including: the Stone, Bronze and Iron Ages</p> <p>I know about changes in Britain from the Stone Age to the Iron Age I can use evidence to explain the houses and settlements of the past I can pick out things that are the same or different between different periods of time and know some dates and historical events I can use different sources to collect evidence about the past I use evidence to say why changes have occurred</p> | <p style="text-align: center;">Art</p> <p style="text-align: center;">Printing</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p> | |

Year 3 Unit of Learning – Spring 2

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| <p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Transportation systems are directly related to the needs of a community.</p> <p style="text-align: center;">On the Move</p> | | <p style="text-align: center;">Guiding Questions</p> <p>How do people move from one place to another? How did particular forms of transport develop? How do transport systems reflect the community they serve?</p> | | | |
| <p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals (WeDo, Lego, Scratch, Espresso coding). I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Firework Maker's Daughter</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">London Transport Museum</p> | | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Sikhism 2: The Gurdwara and the Guru Granth Sahib How is the Gurdwara a centre for worship and a place that demonstrates Sikh values? Why is the Guru Granth Sahib 'The Everlasting Guru'? The Gurdwara centre for the community and place of prayer and worship; Nishan Sahib and Khanda symbol; shoes removed, hair covered; role of Granthi; use of music; Karah Prasad; the Langar kitchen- free food for all The Golden Temple- a special place for Sikhs around the world The Guru Granth Sahib Sikh holy book, final everlasting Guru written in Gurmukhi; treated with respect as a human Guru; contains: teachings of Guru Nanak and other Gurus & teaching hymns from Hindu low caste saints and Muslim sufi Seikh Farid; hymns and sung prayers</p> | | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I know about jobs carried out by people I know. I appreciate the range of differences and similarities among national, religious and ethnic identities in the UK. I am developing strategies to deal with racism, teasing, bullying and aggressive behaviours.</p> | |
| | | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Shape poetry</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Newspaper</p> | | <p style="text-align: center;">Music</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can develop an understanding of the history of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers I compose and perform simple melodies and songs independently I recognise and create repeated patterns I describe music using appropriate vocabulary I carefully choose order, combine and control sounds with awareness of their combined effect</p> | | <p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can listen with attention to detail and recall sounds with increasing aural memory; I can sing songs from memory I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience</p> | |
| | | <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Gym – unit M - symmetry I can develop flexibility, strength, technique, control and balance, I can improve the quality of my actions, body shapes and balances and my ability to link movements Dance Unit 2 I can perform dances using a range of movement patterns showing an awareness of rhythmic, dynamic and expressive qualities, on my own, with a partner and in a small group I can improvise freely on my own, translating ideas from a stimulus into movement</p> | <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and can describe the short term effects of different exercise activities on the body. I know the importance of suppleness and strength I can describe and evaluate the effectiveness and quality of a performance I can recognise how my own performance has improved I can keep up activity over a period of time and know I need to warm up and cool down for dance I can describe and evaluate some of the compositional features of dance s performed</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> | | <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 3 Mon corps</p> | |
| <p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p style="text-align: center;">Forces: Magnets</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials I can describe magnets as having two poles I can predict whether two magnets will attract or repel each other, depending on which poles are facing. Children should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> | | <p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can decide whether my question is relevant to the topic or not. I can think of/explain my own method. I can identify variables to change/measure. I can choose which variables to change/measure. I can use my science knowledge to say why. I can use scientific vocabulary. I can select the most appropriate type of equipment for taking standard measures. I can use labelled diagrams to show what I found. I can present my results as a bar chart (choosing scales/axes)/ table. I can answer questions about different bars and charts. I can use comparative language to compare results. I can explain my results using scientific vocabulary. I can identify results that are reliable. I can take steps to increase the reliability of my results.</p> | | <p style="text-align: center;">Geography</p> <p>Place knowledge I understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom - London Human and physical geography I can describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links. Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; I can gather information using given resources. I recognise changes in physical and human features. I recognise how people can improve an environment I am beginning to use technical vocabulary when sharing findings I can use globes, maps and plans at a range of scales and locate places using simple symbols.</p> | <p style="text-align: center;">History</p> <p>I can study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Transport I use evidence to explain why changes may have occurred. I can describe similarities and differences between some people events and objects. I use a range of sources to collect information about the past.</p> | | |

Year 3 Unit of Learning – Summer 1

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| <p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Ancient civilisations help people to understand the modern world.</p> <p style="text-align: center;">Romans</p> | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is an Empire? How do individuals shape an Empire? How have we built upon ideas from the past?</p> | | |
| <p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spread sheets</p> | | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>Die Clawdus</i></p> <p style="text-align: center;">Suggested visit: Greenwich Heritage Centre, Lullingstone Villa Natural History Museum</p> | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p>Judaism 1: The Shabbat Unit 1</p> <p>Key Questions Why is Shabbat important to Jews? Why do Jews attend the synagogue? Why a day of rest? Key Concepts Shabbat – the Sabbath Day God resting and creation; Preparing for Shabbat; Starts at sunset; Day of separation and different from other days – day of rest/day of joy and blessings; Shared meal – kosher food; Shabbat Table and customs; Charity contributions given (Tzedakah); Keeping Shabbat - instructions in Torah; Synagogue – Attend for prayer with the community on Shabbat Havdalah End of Shabbat; Spices, wine and plaited candle; Blessing of Shabbat taken into the week</p> | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I continue to develop basic techniques to resist pressure to do wrong in a range of situations and know where to seek help if required.</p> <p>I can identify and discuss issues which affect my local community.</p> | |
| <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Dance Unit 3 I can perform dances using a range of movement patterns I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group I can consolidate and improve the quality of my actions, body shapes and balances, and my ability to link movements I can improve my ability to select appropriate actions and use simple compositional ideas</p> <p>Games Unit 4 – striking and fielding I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending I can consolidate and improve the quality of my techniques and my ability to link movements; I can develop the range and consistency of my skills in all games; I can improve my ability to choose and use simple tactics and strategies I can keep, adapt and make rules for striking and fielding and net games</p> | <p style="text-align: center;">Physical Education</p> <p style="text-align: center;">Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and can describe the short term effects of different exercise activities on the body; I know the importance of suppleness and strength; I know how to improve stamina; I begin to understand the importance of warming up I can describe and evaluate the effectiveness and quality of a performance I can recognise good performance and identify the parts of a performance that need improving I can use what I have learned to improve my work</p> | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction</p> <p>Narrative(stories) with a focus on myths and legends Diary Entry Non-Fiction Explanation/Information text</p> | <p style="text-align: center;">Singing</p> <p>I can use my voice expressively. I can listen with attention to detail and recall sounds with increasing aural memory; I can sing songs from memory . I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience.</p> | | |
| <p style="text-align: center;">Science</p> <p style="text-align: center;">Knowledge and Skills</p> <p>Animals including Humans: Nutrition, Skeleton and Muscles I can 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 – contrast with plants. I can explain the importance of nutrition I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can explain how different parts of the body have special functions.</p> | <p style="text-align: center;">Science</p> <p style="text-align: center;">Working Scientifically</p> <p>I can decide whether my question is relevant to the topic or not. I can think of/explain my own method. I can identify variables to change/measure. I can choose which variables to change/measure. I can use my science knowledge to say why; I can use scientific vocabulary. I might be able to identify and group animals with and without skeletons and observing and comparing their movement; explore ideas about what would happen if humans did not have skeletons; Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. I might be able to research different food groups and how they keep us healthy, and design meals based on what they find out.</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> | <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 5 La famille</p> | <p style="text-align: center;">History</p> <p style="text-align: center;">Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca <p>I use a timeline to place events I have found out I understand that a timeline can be placed into BC and AD (BCE and CE) I can name the date of significant events that I have studied and place them on a timeline I use words and phrases such as: century, decade, before Christ, before, after, during; I use evidence to describe: houses, settlements, culture and leisure activities, clothing, ways of life and beliefs of people in the past. I use evidence to explain why changes may have occurred. I can describe similarities and differences between some people events and objects; I use a range of sources to collect information about the past. I can compare different versions of the same event and explain why differences may occur</p> | <p style="text-align: center;">Design Technology</p> <p style="text-align: center;">Structures</p> <p>Design I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable ; I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. Refer to Lower KS2 Progression in Art and Design Skills</p> |

Year 3 Unit of Learning – Summer 2

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| <p style="text-align: center;">Values</p> <p>Responsibility, Honesty, Freedom, Respect, Perseverance, Tolerance, Kindness, Trust, Forgiveness, Peace</p> | <p style="text-align: center;">Learning Dispositions</p> <p>Co-operation, Resilience, Curiosity, Problem Solving, Emotional Intelligence</p> | <p style="text-align: center;">Global Learning</p> <p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Living things have certain requirements in order to grow and stay healthy.</p> <p style="text-align: center;">Global Gardens</p> | <p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What is a healthy plant? How do plants grow? How do their needs differ?</p> | |
| <p style="text-align: center;">Computing</p> <p>I can design, write and debug programs that accomplish specific goals, I can use sequence, selection, and repetition in programs I can work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors; I can understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, understanding how results are selected and ranked, I can be discerning in evaluating digital content ; I can use technology safely, respectfully and responsibly; and know how to report concerns I can select, use and combine a variety of software on a range of digital, including collecting, analysing, evaluating and presenting data and information. Specific foci for unit: See South Rise Computing Curriculum Stop-motion animation: Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, Digital Research, Data Handling, Data logging, Control, Simulations and Spreadsheets</p> | | <p style="text-align: center;">Core Texts/ Visits</p> <p style="text-align: center;"><i>The Secret Garden</i></p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Greenwich Park</p> | <p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Hinduism: Hindu Life Unit 3</p> <p>Key Questions Why is the natural world important to a Hindu? How does belief about creation lead to vegetarianism and ahimsa? Key Concepts The Environment beliefs about creation Aum/Om symbol attitudes towards animals, especially cows / bulls Ahimsa– the importance and reasons for non-violence and its implications e.g. vegetarianism, not hurting living things created by God The World originally an Indian religion Hindus live in Great Britain and across the world and often keep links to India</p> | <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Link to Values</p> <p>I understand my role as a global citizen and can discuss an issue affecting our world. I can discuss an issue that will affect our global community in the future, e.g. hunger, water.</p> |
| <p style="text-align: center;">Physical Education Knowledge and Skills</p> <p>Gym – Unit O - travelling I can use running, jumping, catching and throwing in isolation and in combination develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics I can consolidate and improve the quality of my actions, body shapes and balances, and my ability to link movements I can improve my ability to select appropriate actions and use simple compositional ideas Athletics focus I can consolidate and improve the quality, range and consistency of the techniques I use for particular activities I can develop my ability to choose and use simple tactics and strategies in different situations</p> | <p style="text-align: center;">Physical Education Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones and demonstrate improvement to achieve my personal best. I know and can describe the short term effects of different exercise activities on the body; I know the importance of suppleness and strength; I can describe how the body reacts to different types of activity I can describe and evaluate the effectiveness and quality of a performance and recognise aspects of performance that need improving</p> | <p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Fiction Play Scripts Non-Fiction Persuasive writing - advertising</p> | <p style="text-align: center;">Music</p> <p>I can play and perform musical instruments with accuracy, control and expression; I can develop an understanding of the history of music. I can appreciate and understand a wide range of high-quality live and recorded music from different traditions, great musicians and composers. I compose and perform simple melodies and songs independently. I recognise and create repeated patterns. I describe music using appropriate vocabulary. I carefully choose order, combine and control sounds with awareness of their combined effect.</p> | <p style="text-align: center;">Singing</p> <p>I can use my voice expressively I can listen with attention to detail and recall sounds with increasing aural memory I can sing songs from memory I can maintain a simple part within an ensemble I understand the importance of articulating the words to communicate the song to the audience I combine sounds with movement and narrative</p> |
| <p style="text-align: center;">Science Knowledge and Skills Plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers I can 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 e.g. the amount of light and fertiliser I can investigate the way in which water is transported within plants e.g. observing white carnations in coloured water I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal e.g. how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> | <p style="text-align: center;">Science Working Scientifically</p> <p>I can decide whether my question is relevant. I can think of/explain my own method. I can identify variables to change/measure. I can choose which variables to change/measure. I can use my science knowledge to say why. I can use scientific vocabulary. I can use labelled diagrams to show what I found. I can present my results as a bar chart (choosing scales/axes)/ table. I can use my table/chart/graph to say what happened and use comparative language. I can explain my results using scientific vocabulary. I can take steps to increase the reliability of results. I might be able to compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; Discover how seeds are formed by observing the different stages of plant life cycles over a period of time; I might be able to observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">Refer to Progression in Calculation</p> | <p style="text-align: center;">French</p> <p style="text-align: center;">Rigolo Unit 6 Bon anniversaire!</p> | <p style="text-align: center;">Geography</p> <p style="text-align: center;">Climate Zones</p> <p>Human and Physical Geography I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p> <p>Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use globes, maps and plans at a range of scales and locate places using simple symbols.</p> |
| <p style="text-align: center;">Science Knowledge and Skills</p> <p style="text-align: center;">Plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers I can 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 e.g. the amount of light and fertiliser I can investigate the way in which water is transported within plants e.g. observing white carnations in coloured water I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal e.g. how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> | | <p style="text-align: center;">Geography</p> <p style="text-align: center;">Climate Zones</p> <p>Human and Physical Geography I can describe and understand key aspects of: physical geography, including: biomes and vegetation belts</p> <p>Geographical skills and field work I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied I can use globes, maps and plans at a range of scales and locate places using simple symbols.</p> | <p style="text-align: center;">Art</p> <p style="text-align: center;">Arcimboldo, Collage</p> <p>I can create sketch books to record my observations and use them to review and revisit ideas I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) I know about great artists, architects and designers in history.</p> <p style="text-align: center;">Key Skills</p> <p>Drawing: Lines and Marks, Shape, Tone, Texture I can use my sketch book as a starting point for my art work Specific Media Focus Key Stage Coverage Digital media, Painting, Printing, Textiles, 3D, Collage</p> <p style="text-align: center;">Refer to Lower KS2 Progression in Art and Design Skills</p> | |