

Theme: Down by the riverside Year 3 Term: Summer 1

(6 weeks)

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

<p>Key knowledge and skills</p> <p>Geography <i>Big ideas: Location, diversity, impact</i></p> <p>Enquiry: Where are the UK's major rivers located, and why have people built towns and cities beside them?</p> <ul style="list-style-type: none"> • Know the main features of a river eg. mouth, source and flow to the sea (location, diversity) • Know the names of and locations of key rivers in the UK (location) • Know that River Thames is one of the longest rivers in the UK (location, diversity) • Know some of the ways that rivers are used by humans eg. energy, transportation, leisure, fishing (location, diversity, impact) • To understand why most towns and cities are located by a river. (location, diversity, impact) <p>Geographical skills and fieldwork: LOCAL AREA STUDY- River study</p> <ul style="list-style-type: none"> • Ask geographical questions about places and environments and express opinions. 	<p>Key knowledge and skills</p> <p>Science (see separate planning) <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: How can animals be sorted and grouped based on their skeletons?</p> <ul style="list-style-type: none"> • Know that animals, including humans, need the right types of nutrition (balanced diet). PSHE (observation, explanation) • Identify that animals, including humans, need the right amounts of nutrition and a balanced diet. PSHE (observation, explanation) • Know that skeletons support the body of the human or animal and that some skeletons are outside of the body. (observation, explanation) • Know that skeletons protect the organs inside the body. (observation, explanation) • Name parts of the human skeleton: skull, backbone, rib cage and understand the function of the parts of the human skeleton. (observation, explanation) • Know that animals with skeletons have muscles attached to the bones. (observation, explanation) • Know that a muscle has to contract (shorten) to make a bone move. (observation, explanation, investigation)
---	---

- Record, present and interpret data, e.g. measure using standard units, record using a tally and bar chart.
- Observe and record changes to landscape (e.g. erosion on a river) using camera, video or audio. **(location, diversity, impact)**
- Use a simple database to present findings from fieldwork.
- Analyse data, which they have collected from first hand observations and experiences, identifying any patterns.

- Know that muscles act in pairs and that when someone is exercising or moving fast, the muscles work hard. **(observation, explanation, investigation)**

SC1:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests **(observation, investigation)**
- Make systematic and careful observations and, where appropriate, taking accurate measurements using a range of equipment, including thermometers and data loggers **(observation, investigation)**
- Gather, record, classify and present data in a variety of ways to help in answering questions **(observation, investigation)**
- Record findings using scientific language, keys, bar charts, and tables
- To report on findings from enquiries, including oral and written explanations, results and conclusions **(observation, investigation, explanation)**
- Use results to draw conclusions, make predictions and raise further questions **(explanation)**
- Identify differences and similarities related to simple scientific ideas and processes **(observation, investigation, explanation)**
- Use straightforward scientific evidence to answer questions **(observation, investigation, explanation)**

Art

Big ideas: inspiration, experimentation & expression

- Know that harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade. **(experimentation)**
- Know that texture is the perceived surface quality of a work of art produced by using the side of the drawing tool to make side-to-side strokes across the paper **(experimentation)**
- Draw in small scale adding more detail with lines and pre- taught

sketching techniques (**experimentation, expression**)

- Use a sketchbook to experiment with close observational drawings, framing parts of an image by adding texture (**inspiration, experimentation, expression**)
- Sketch before painting understanding that sketching is quick mark marking to outline shapes (not details). (**inspiration, experimentation, expression**)

Computing (see separate planning)

Big ideas: coding, design & online safety

Branching databases

- Understand the concept of using 'Yes' or 'No' questions to sort objects. (**coding, design**)
- Understand and use a branching database effectively.
- Plan and create a branching database. (**coding, design**)
- Test and debug branching databases to correct errors. (**coding, design**)

Spreadsheets

- Understand the layout and features of 2Calculate in Advanced Mode.
- Use the arrows toolbar to be able to automatically total rows and columns.
- Use simple formulae in a spreadsheet by using the formula wizard. (**design**)
- Use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. (**design**)
- Apply spreadsheet skills to solve real-world problems.
- Design and use a spreadsheet to answer a series of questions. (**design**)

Oracy

- Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes.

Key vocabulary:

topographical features, hills, mountains, coasts, rivers, aspects, geographical similarities, differences, mouth, source, flow, energy, transportation, leisure, fishing, impact

fieldwork, maps, atlases, globes, digital/computer, describe, features, observe, measure, record, present, local area, sketch maps, plans, graphs, digital technologies

human, animal, skeleton, exoskeleton, invertebrate, protective cage, organs, bones, ribs, heart, lungs, backbone, vertebrae, vertebrate, skull, muscle, contract nutrition, diet, protein, carbohydrates, dairy, vitamins, minerals, balanced, healthy, human, animal

sketch books, record, observations, review, revisit, mastery, art and design techniques, drawing

branching database, test, debug, arrows, toolbar, rows, columns, formulae, spreadsheet, totals, averages, values

Previous linked learning to consolidate: Year 2 'The Great Escape' – study of London and the Thames in 1666, Year 3 'Shake, rattle and roll' – mountains and volcanoes

What comes next? Year 4 'Heavy Metal' – Comparison study in geography