

Learning Adventure overview

Year 3

2018-19

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Amazing Amazon (7 + 7 weeks)		Rock 'n' Grow (6 weeks)	Way Back When (6 weeks)	Way Back When (5 weeks)	All the World's a Stage (7 weeks 2 days)
Theme	<p>English – Non – chronological reports, Rainforest Stories Instructions, Poetry</p> <p>Maths – Place value, addition, subtraction, multiplication, division and statistics</p> <p>Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate and name the continents on a World Map. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, <p>Place knowledge</p> <ul style="list-style-type: none"> Compare a region in UK with a region in S. America with significant differences and similarities. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography <i>brief introduction</i> to: climate zones, biomes and vegetation belts (link to work on Amazon Rainforest). <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>English – Newspaper reports, Fairy tale (alternative versions)</p> <p>Maths – Fractions</p> <p>Geography</p> <ul style="list-style-type: none"> Locate and name the countries making up the British Isles, with their capital cities. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography: volcanoes and earthquakes linking to Science: rock types. <p>Music</p> <p>Composer, music that grows</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. <p>Music express – Animal Magic (bring back information on Amazon animals)</p>	<p>English – Poetry and Explanation</p> <p>Maths – Measures, Geometry</p> <p>Geography</p> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 their knowledge of the United Kingdom and the wider world <p>History:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain British resistance e.g. Boudicca <p>Art:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history CAVE PAINTINGS 	<p>English – Non - chronological reports and Quest Narrative</p> <p>Maths – Place value, addition, subtraction, multiplication, division</p> <p>Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? 	<p>English – Play scripts and Persuasion</p> <p>Maths – Measures, geometry, fractions</p> <p>Design Technology</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Art:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history

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<p>Art: Pupils should be taught:</p> <ul style="list-style-type: none"> about great artists, architects and designers in history – Rousseau <p>Design Technology: Mini theme – puppets. (Making animals from the Amazon)</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 				<p>Cooking</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Science	<p>Plants: Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Forces and magnets: Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Rocks Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>Light: Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. 	<p>Animals (including humans) Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	
Wow opportunities	<p>Bristol Zoo rainforest trip Parents to view artwork Making biscuits (Amazon biscuits)</p>	<p>Visitors to talk about prayer in different faiths</p>	<p>Outdoor learning Museum fossils</p>	<p>Caerleon visit</p>	
One off	<p>Term 1 – Harvest Term 2 Anti-bullying Christmas activities</p>	<p>Chinese New Year</p>	<p>Swimming each Wed Easter</p>	<p>Swimming each Wed Language – Welsh</p>	<p>Summer/transition activities Leavers' service</p>