

## Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

### Knowledge and Understanding (**Science, Geography**)

- **Animals including Humans**
- Identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that all animals need the correct amount of nutrition and that they get their nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Habitats provide living things with what they need.

- Name and locate the countries making up the British Isles, with their capital cities
- Name and locate the main countries and cities in/around UK
- Name and locate key topographical features of the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- 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
- Collect, analyse and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Year 3 – Through the window: How has the view from the window changed? (How has Great Yarmouth's land use changed over the past 200 years?)
- Use and interpret a range of sources geographical information, including maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) and digital/computer mapping (Google Earth and Digimaps)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.

### Computing

- **We are communicators – Communicating safely on the internet**
- Develop a basic understanding of how email works
- Gain skills in using email
- Be aware of broader issues surrounding email, including 'netiquette' and e-safety
- Work collaboratively with a remote partner
- Experience video conferencing
- **We are opinion pollsters – Collecting and analysing data**
- Understand some elements of survey design
- Understand some ethical and legal aspects of online data collection

### MFL- German

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## Year 3 Summer – Through the Window



### Physical Education

- Games – Cricket
- Hit the ball from both sides of the body
- Use a range of skills with increasing control
- Strike a ball with intent
- Return the ball quickly and accurately
- Choose and use batting or throwing skills to make the game hard for opponents
- Be familiar with and use the rules set
- Know the importance of warming up
- Describe what is successful in their own and others play
- **Athletics**
- Focus on jumping
- **Striking & Fielding**
- Run at different speeds
- Jump accurately from a standing position
- Throw a variety of objects with one hand
- Recognise a change in temperature & heart rate during exercise

### Music

- **Music Technology**
- Creating jingle using rhythms and pulse
- Using LearnPads to record
- Performance on the Ukuleles- First Access

### RE

- **Hinduism – Hindu beliefs and practices**
- How can Brahman be everywhere and in everything?
- **Hinduism- Pilgrimage to the River Ganges**
- Would visiting the River Ganges feel special to a non-Muslim?

### Creative Development (DT & Art)

- **Landscapes – Water Colours – Art**
- Identify primary colours
- Use sketchbooks for recording patterns seen
- Look in depth at pointillism (Georges Seurat)
- Landscapes in water colours and pastels
- **Food – DT**
- Identify taste, smell and appearance of a range of foods
- Follow instructions
- Choose appropriate ingredients
- Develop sensory vocabulary

## Mathematics

- **Number – Fractions (Week 1-4)**
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above
- **Geometry – properties of shape (Week 5-7)**
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Draw 2-D shapes and make 3-D shapes using modelling materials
- Recognise 3-D shapes in different orientations and describe them
- **Measurement (Week 8-10)**
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example 5m = 500cm)
- **Statistics (Week 11)**
- Interpret and present data using bar charts, pictograms and tables
- Solve one step and two step questions (for example ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables
- **Consolidation (Week 12)**

## Mental Mathematics

- Recognise fractions that add to 1 (e.g.  $\frac{1}{4} + \frac{3}{4}$ )
- Halve even numbers up to 100, halve odd numbers to 20
- Double numbers up to 50
- Partition teen numbers to multiply by a single digit number (3x14 as 3x10 and 3x4)
- Begin to learn to count in 6’s, 7’s and 8’s. Begin to know the 6x, 7x and 8x tables

## PSHEE

### Healthy living

To understand the variety of foods that are eaten around the world and the effects of exercise.

I understand that a different variety of foods are eaten around the world.

I understand foods may be different but are similar groups (eat well plate)

I know that diet means a range of foods eaten.

I know that 6-8 glasses of water are needed to stay healthy and why.

### Sex Education

- Understand relationships you will form & how they will differ
- Learn the correct names for the body parts, including sexual organs
- The difference between male & female physical characteristics
- Learn about the rights you have regarding your body – including appropriate and inappropriate touching

## Literacy (Writing, Reading)

### **SPaG**

- Use powerful verbs; introduce the idea of a verb
- Introduce the idea of tense in verbs
- Extend the range of sentences with more than one clause. Co-ordination: using ‘and’, ‘or’ and ‘but’ (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex)
- Spelling rules from National Curriculum guidance.

### Reading-

- **Author study – Lewis Carroll (Alice in Wonderland)**
- **Play scripts including Shakespeare’s The Tempest**
- Read aloud their own writing using intonation
- **Persuasion writing The Zoo- Anthony Brown**
- Develop a positive attitude to reading by increasing familiarity with a wide range of books
- Develop positive attitudes to reading & understanding of what they read by preparing poems/play scripts to perform
- Understand and ask questions about what they have read
- Understand and summarise what they have read
- Infer characters feelings: giving evidence
- Predict what may happen

### Writing

- Draft & write by organising paragraphs around a theme
- Come up with narratives creating settings, characters & plot
- Editing – evaluate and edit by assessing the effectiveness of their own writing
- Editing grammar and vocab: correct pronouns
- Proof read for spelling & punctuation errors
- Use language appropriate to task