

St Dennis Primary Academy

Year: 3

Term: Summer 2

Curriculum Drivers

Big Question: What are the key geographical features of the United Kingdom?

Stunning Start:

Geographical artefacts mystery box

Fabulous Finish:


Gangsta Granny themed tea party

Real life experiences

Virtual fly over and exploration of the key geographical features of the UK and Cornwall.
Map making – Exploring local physical features.
Solar farm workshop



English

Storytelling Text: Katie in London by James Mayhew 

Imitation: Read the text and use the drama technique Role on the Wall.

Spelling, Punctuation and Grammar:

Punctuating speech using inverted commas, synonyms for said, adverbs of time and using subordinate clauses.

Innovation: Change the sights that the character sees.

Invention: Create and write a 'finding tale', using a new location (Cornwall) and new landmarks.

Wider Curriculum Writing: Recount. Write a postcard about Katie's adventures in London (Geography)

Novel Study Text: Gangsta Granny by David Walliams

Assembly Theme: Responsibility

Emotional Literacy: Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools

Wellbeing

Daily Mile

Dance Movement Breaks



Mathematics:

White Rose Units:

Number: Addition and Subtraction-consolidation

Geometry: Shape

Statistics

Number: Four Operations-consolidation



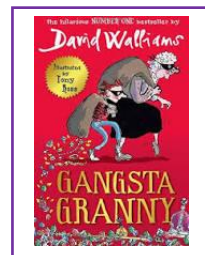
Oracy

Physical: Adapting tone and pace of voice when sharing ideas – Group discussions in Sun Safety

Linguistic: Selecting vocabulary to match the situation – Postcard Writing

Cognitive: Organising information to present a clear argument – Presenting advantages and disadvantages of different energy sources





Social and Emotional: Actively listening and responding appropriately – Identifying emotions in Mental Health Week










Environment and Community

To produce posters and leaflets to make parents, carers and the local community more aware of the damages the Sun and UV light can cause.



	Music 	Geography 	RE 	Computing 
Unit title:	Unit: Bringing Us Together	Themes: Location, Physical Features, Human Features, Diversity Unit: The United Kingdom	Unit: How and why do people try to make the world a better place? (Unit 24)	Area: Digital media (text) Unit: Desktop publishing Natterhub: Learn it, Mind it
Builds On:	Year: 3 Term: Spring 2 Unit: Three Little Birds	Year: 1 Term: Summer 1 Unit: The United Kingdom	Year: 1 Term: Summer 1 Unit: How should we care for the world and for others, and why does it matter? (Unit 12)	Year: 3 Term: Spring 2 Unit: Creating media (graphics / photos and media) Stop-frame animation
Memory Master:	To able perform Three Little Birds in groups to the class.	Locate and label a map of the UK with its countries, capital cities and surrounding seas.	Children write and draw what they think a Muslim, or a Christian might keep to remember their baby being welcomed into the faith community.	Revisit vocabulary: animation, flip book, stop-frame, frame, sequence, image, setting, character, events, onion skinning, consistency, media, import, transition
Lesson Sequence:	I can listen and apprise a range of new music genres.	I can compare the different countries of the UK. I can name and locate topographical key features of the United Kingdom. I can use eight points of a compass, four-figure grid references, symbols and key to communicate knowledge.	How and why do people try to make the world a better place? What is wrong with the world?	I can recognise how text and images convey information.
	I can understand the meaning behind choice of lyrics.	I can identify where I live in the UK and locate UK's major cities and famous landmarks.	How can the 'Golden Rule' help people to work out how to make the world a better place?	I recognise that text and layout can be edited.
	I can sing and clap to the rhyme of bringing us together.	I can understand how people have affected the United Kingdom's landscape.	Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?	I can choose appropriate page settings.
	I can begin learning an instrument to the backing of bringing us together	I understand the different types of energy sources used in the UK. I can evaluate the advantages and disadvantages of wind energy.	Who is inspired by Jesus' example of sacrifice?	I can add content to a desktop publishing publication.
	I can play a musical instrument to the backing of bringing us together		How do Muslims try to make the world a better place?	I can consider how different layouts can suit different purposes.
			How do non-religious people try to make the world a better place? Show what you know	I can consider the benefits of desktop publishing.
Composite:	To play our instruments and sing bringing us together to our parents.	Can children name key topographical features of each country of the UK (mountains, surrounding oceans, rivers, hills, lakes etc).	Children carry out research to share a short presentation about how Islamic Relief helps to change the world, support the poor and live out the Muslim teaching of charitable giving.	Children create a document using desktop publishing.
Impact:	Children will be able to learn and continue to play a relative new instrument. (glockenspiel).	Children can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features. They can use an eight points of a compass and four-figure grid references.	Children can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). They can make links between religious beliefs and teachings and why people try to live and make the world a better place. They can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).	Children can choose an appropriate layout for a given scenario. They can use placeholders to divide a page, add text and image and format text. They can evaluate how successful they were in meeting the task requirements.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Collage Artist: Loui Jover	Swimming	Unit: Athletics	Area: Textiles Unit: Cushions
Builds On:	Year: Year 1 Term: Summer 1		Year: 2 Term: Summer 2 Unit: Athletics	Year: 2 Term: Spring 2 Unit: Pouches
Memory Master:	New curriculum this year	Swimming lessons at children's level to meet National Curriculum objectives.	N/A	Quiz from Pouches unit
Lesson Sequence:	Artist - I can recall the key collage techniques of Loui Jover.	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	I can throw a variety of objects.	Research - I can research how flags are made.
	Imitate - I can cut complex shapes and lines.		I can jump with control.	Skill - I can use applique to add detail. I can use a running stitch to join two pieces of fabric.
	Experiment - I can combine my artwork with printed images.		To can run with the correct arm technique.	Design - I can design a decorative flag.
	Plan - I can develop my ideas for a mixed media collage.		I can run in races.	Make - I can make a decorative flag, following my design.
	Create - I can create a mixed media collage.		I can compete against others.	Evaluate - I can evaluate my product based on its appearance.
	Evaluate - I can review and revisit my creation		I can follow the rules.	
Composite:	Children will create a mixed media collage in the style of Loui Jover.		Running, jumping and throwing tasks.	Children will apply two new sewing techniques to create and design a flag.
Impact:	Children will be able to cut more complex shapes with precision. They can add collage elements to painted, printed or drawn background and combine different medium in compositions They can also arrange materials for to create depth.		Children can apply and develop a broad range of athletic skills in different ways. They can show control, coordination and consistency when running, throwing, and jumping. They can choose the appropriate running speed to meet the needs of the task.	Children will understand what applique is and use it to add detail. They will gain skills and confidence in tying knots, threading needles and using running stitch to join fabric.

	PSHE 	PSHE (Healthy Week) 	PSHE (RSE Week) 
Unit title:	Brook Learn 1 Unit: Sun Safety	Theme: Mental Health – The colours in me	Theme: Valuing Difference and Keeping Safe
Builds On:	Year: 3 Term: Autumn 2 Unit: Road Safety	Year: 2 Term: Summer 2 Unit: Soothe my senses	Year: 2 Term: Summer 2 Unit: Differences
Memory Master:	Role play safely crossing the road. Ensure use of the language 'stop, look, listen and think'.	Name different ways to soothe yourself when feeling dysregulated	Create a whole class chart, showing the differences between boys and girls.
Lesson Sequence:	I can explain what ultraviolet or UV light is.	I can identify my feelings.	I can identify that people are unique and respect those differences.
	I can explain how our skin can be damaged by UV light.	I can connect my own feelings and thoughts to colours.	I can explore the differences between male and female bodies.
	I can explain how we can keep skin safe and healthy with some simple measures		I can discuss appropriate and inappropriate physical contact.
	I can explain how sunblock or sunscreen can protect our skin.		I can identify different types of families and who to go to for help and support.
Composite:	Create a UV detecting bracelet.	A colour wheel that represents emotions.	Learn the NSPCC PANTS acronym.
Impact:	Pupils will understand that the sun's UV rays cause sunburn and will know how to protect their skin.	Children will be able to use colour and artistic expression to represent their emotions.	Children will understand personal space and when physical touch is inappropriate and how to get help and support.