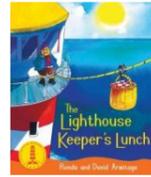


KEY PRINCIPLES OF THE TOPIC

In this topic, the children will develop their geographical skills of map reading and compass skills focusing on the seashores of Britain finishing with a trip to the seaside to use these skills in a real environment. Whilst studying British seashores, the children will compare how we use the seaside today to how it was used in the past. They will use their growing knowledge to write a newspaper article about a disaster in a seaside town as well as an information book on coastal animals and write an advert to persuade readers to visit the British seaside.

AUTHORS

Read a selection of work by a particular author (The Lighthouse Keeper Series); use reading journals to record responses to the stories; model how to write a book review and recommending books; identify themes and characters in these stories; complete a range of writing tasks based on the texts read such as letters, reports, diary, story in the style of the author and advertisements.



NEWSPAPERS

Read a range of newspaper articles; identify key features of newspaper articles; plan, draft, edit and review own newspaper articles.

INFORMATION

Read a range of information texts including persuasive and non-chronological; identify and sort their features; linking with topic, decide how to present a piece of information text using structures and language features found; use ICT-based presentation to support writing; plan, draft, edit and review an information text based on a topic.

PERSUASIVE

Read and identify features in simple persuasive texts such as adverts, posters, leaflets; write a shared composition based on one area of the topic; plan, draft, edit and write different persuasive texts.

POETRY: LANGUAGE PLAY

Read and discuss a range of language play poems including riddles, nonsense verse, word games and cautionary poems; select a particular form, model and share write a poem that follows the features shown; plan, draft, edit and review poems with language play.

READING

Reading skills from the National Curriculum are taught during English lessons. Pupils spend time as a whole class investigating and engaging with texts in depth. These texts often support our topic work and enable pupils to develop their knowledge and understanding, as well as create an enjoyment for reading through comprehension-based activities and studies. Understanding and skills are further developed through sessions focused on decoding (word reading), and regular comprehension lessons (understanding), using rigorous questioning and discussion.

A love of reading is encouraged by children making their own choices of books from reading corners, author visits and celebrations of reading and literature. Children also take books home and are asked to regularly complete a reading record.

The year 3 programmes of study for VOCABULARY, GRAMMAR, PUNCTUATION and SPELLING will also be followed.

ENGLISH

MATHEMATICS

NUMBER - NUMBER AND PLACE VALUE

All objectives will be revisited.

NUMBER - ADDITION AND SUBTRACTION

Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds; add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction; estimate the answer to a calculation and use inverse operations to check answers; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

NUMBER - MULTIPLICATION AND DIVISION

All objectives will be revisited.

NUMBER - FRACTIONS

All objectives will be revisited.

MEASUREMENT

All objectives for time and Roman numerals will be revisited.

Measure, compare, add and subtract: mass (kg/g), volume/capacity (l/ml); measure the perimeter of simple 2-D shapes.

GEOMETRY - PROPERTIES OF SHAPES

Recognise angles as a property of shape or a description of a turn; identify right angles, recognise that two right angles make a half-turn, 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.

STATISTICS

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.

New learning Revision

HIST - ORY

WISH YOU WERE HERE

Continue to develop a chronologically secure knowledge and understanding of British history by looking at the history of seaside holidays noting trends over time; devise historically accurate questions; construct informed responses; use a range of sources.

BRITISH VALUES: this topic builds upon the year 1 introduction to general knowledge about British institutions and services.

GEOGRAPHY

WISH YOU WERE HERE

Develop their understanding of geographical similarities and differences through the study of a UK region; how it fits into the wider world; use fieldwork to observe, measure, and present the human and physical features in the local area; use a range of methods for recording (sketch maps, plans and graphs, digital technology); use eight compass points; four and six figure grid references, symbols and key (including the use of OS maps); express their own views about people, places and environments.



A VISIT TO THE SEASIDE AND A PIRATE DAY IN CLASS WILL BE TWO OF THE IRRESISTIBLE ACTIVITIES THE CHILDREN EXPERIENCE DURING THIS TOPIC.

COMPUTING

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; select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable or unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ART & DESIGN

PRINTING AND TEXTILES

Join fabrics together to form a seaside themed quilt using padding; use sewing to add detail to a piece of work to add texture and shape using more than one type of stitch and different forms of printing.

Produce an art work linked to the seaside using printed images and combine them with other media, experimenting with the use of different colours.

D.T.

FISH LANTERNS & SHELTER MAKING

Create a design which meets a range of requirements; write a step-by-step plan which shows the order and also what equipment and tools needed; describe the design using an accurately labelled sketch and words; use equipment and tools accurately; explain what they have changed which made their design even better.



R.E.

PRAYER AND WORSHIP OF GOD

Know about how the Shema tell Jews to keep their religion alive; look at the role of Jews change after their Bar/Bat Mitzvah; know why the home and synagogue are equally important in a Jewish person's life.

BRITISH VALUES: this focus will encourage tolerance and harmony between different cultural traditions and provide the children with the foundation to understanding that British citizens have the freedom to choose and hold other faiths and beliefs.

MUSIC

WISH YOU WERE HERE

Sing in tune with confidence, with an increasing vocal range; feel the beat and rhythm when singing; perform with an awareness of different parts; choose and order words and/or sounds to make a seaside soundscape; improvise repeated patterns; explore the way sounds can be combined and used expressively; make improvements to my own work; identify descriptive features in music; follow graphic notation; begin to follow standard rhythmic notation; recognise simple structures in music.

P.E.

ROUNDERS

To develop skills to enable bowling, batting and fielding in a game situation.

TENNIS

To develop skills to enable the ball to be kept under control, the ball to be sent to and received from a partner.

GYMNASTICS

To develop skills to enable the creation of flighted foot patterns without extra steps.

DANCE

Create, rehearse and perform a topic inspired dance.

SCIENCE

HOW DOES YOUR GARDEN GROW?

Describe the different features of leaves and know that the leaf is where the plant makes its food; know about the importance of leaves for plant growth; describe the different features of roots and explain that the root's function is to anchor the plant in the soil and take in water and nutrients; know that water is transported in a plant and understand the function of the stem; know that the stem transports water from the roots to the leaves and flowers and holds the leaves and flowers up to the sun and air; name the stages in the life cycle of a flowering plant and the order in which they occur; identify the parts of flowers and describe the function of each part; know that pollen needs to be transferred from flower to flower and that bees play a vital role in that process; know the different methods of seed dispersal, how seeds are adapted for them and the reasons why seeds need to be dispersed away from the parent plant.; write a conclusion which uses evidence and other information to answer the question 'Why do plants need leaves?'; understand that plants that are pollinated by insects are brightly coloured to attract the insects whereas other plants such as grasses that are wind pollinated do not need to be brightly coloured.



CAN YOU SEE ME?

Understand that light is needed for us to see things and that some objects are easier to see than others; compare different materials on the basis of their 'shininess' and relate this to how they reflect the light; describe the choices that they have made and explain how to make things or people more visible in the dark; use what they have seen to describe how light behaves; describe the relationship between the shape of the object and the shape of the shadow; explain what affects the shape of a shadow; describe the relationship between the relative positions of the object and light source and the shadow created; plan and carry out a fair test on different materials to see how good they are at blocking the light; make sunglasses and produced a poster advertising them, explaining how they work and how they were tested; describe the dangers and the ways in which we can reduce or eliminate potential harm; describe how much light passes through different materials and explain how they found this out.

OUR CHANGING WORLD

Revisit the same two trees or shrubs to look at how the leaves change through the year. THE CHILDREN WILL REVISIT ELMSTEAD WOODS FOR THIS.

Demonstrate that they recognise their own worth and that of others; express their views confidently and listen to and show respect for the views of others.

RSE

Family Differences

M.F.L.

The four friends
Los Cuatro Amigos
Growing things
Cultivando unas cosas