



SEAFORD PRIMARY SCHOOL

Year 3 Term 6

<p>Topic Title- Postcard from the Caribbean.</p>			
<p>History <u>Significant people-</u> <u>Great events -</u></p>	<p>Geography – Location and Place Knowledge ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America Human and Physical Knowledge ♣ human geography, including: economic activity including trade links ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, Geographical Skills 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>	<p>Science Animals Knowledge</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. Describe the simple functions of the basic parts of the digestive system in humans. <p>SRE- see PSHE objectives. <u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiry to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities and changes related to simple scientific ideas and processes <p>using straightforward scientific evidence to answer questions or to support their finding</p>	
<p>English Text/Genres <u>Postcard from the Caribbean</u> <i>Texts by Mary Seacole</i> Stories in other cultures Diaries/letters Poetry Writing Opportunities Note taking - information on Caribbean countries Biography of Mary Seacole River poem</p>		<p>Maths (opportunities for maths links) Measures –Length. Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical</p>	<p>Computing E-Safety An e-safety lesson appropriate for your class Scratch To plan an interactive game or animation To create an interactive game or animation</p>
<p>Design Technology Caribbean Café-Food Technology Investigate to generate ideas for an item, considering its purpose and the user/s to identify a purpose and establish criteria for a successful product. Design and Make</p>	<p>Art and Design Knowledge Explore the work of some artists, craftspeople, architects and designers and discuss what they like.</p>	<p>P.E Our indoor P.E. over term 5 and 6 term will include gymnastics and dance. During outdoor games we will be learning racquet and ball skills, striking and fielding games and, in readiness for sports day, athletics. <u>Skilfulness</u> To move, stop and remain still with balance and clarity of movement and shape.</p>	

<p>to plan the order of their work before starting to explore, develop and communicate design proposals by modelling ideas Prepare and cook mostly healthy savoury food demonstrate hygienic food preparation and storage to evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></p> <p>Evaluation to evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></p>	<p>Learn and explore different ways art is made and transfer these tools and techniques to their own work.</p> <p>Ideas Use sketchbooks for recording observations, planning and shaping ideas. Use sketchbooks to express feelings and viewpoints about a subject. Gather information and ideas from varied sources.</p>	<p>To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy.</p> <p>Condition, Health and Well-being To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well.</p> <p>Decision Making To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality.</p>
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<p>PSHE-Changing Me</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>identify what I am looking forward to when I move to my next class</p>	<p>R.E. Worship, Pilgrimages and Sacred Places.</p> <p>Know the key images in the church e.g., font, lectern Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study Linking to history and design technology, pupils consider how the architecture of churches express a communities way of life, values and beliefs Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions.</p>	<p>Music</p> <p>Pulse and rhythm Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>French</p> <p>We will revise basic feelings vocabulary (happy and sad) and use them in a simple sentence structure. This will link with our other new area of learning which will be to ask "How are you?" and be able to respond with a positive or negative answer. We will then move on to learning more numbers and the months of the year so that we can learn to talk about our birthdays.</p>
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Super Start-Mystery visitor-who can this be?
Mystic Middle-Visit from National Trust about looking after Cuckmere River
Epic End-Caribbean Cafe
Links to careers- National Trust-wat jobs are carried out to sustatin the Cuckmere river? How does this compare with the Black River