



SEAFORD PRIMARY SCHOOL

Year 3 Term 2

Topic Title- Smugglers, Storms and Shipwrecks! A local Study		
<p><u>History Smugglers</u> <u>Chronology</u> To be able to place the time studied on a time line: use dates and terms related to study unit and passing of time: sequence several items or artefacts. <u>Knowledge and understanding</u> Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. <u>Historical contexts</u> To be able to identify and give reasons for different ways in which the past is represented; distinguish between different sources – compare different versions of the same story; look at representations of the period. <u>Organise, Evaluate and Communicate information</u> To be able to communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, diagrams, models <u>Enquiry</u> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge of the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data <u>Causes and consequences</u> To be able to use a range of sources to find out about a period; observe small details- artefacts and pictures; select and record information relevant to the study; begin to use the library and Internet for research. To be able to select data and organise to answer historical questions.</p>	<p><u>Geography – Local Geography</u> <u>Knowledge</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Identify key topographical features (including hills, mountains, coasts and rivers) <u>Skills</u> 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><u>Science</u> <u>Light</u> <u>Knowledge</u> Recognise that they need light in order to see things and that dark is the absence of light Recognise that light from the sun is dangerous and that there are ways to protect their eyes Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from the source is blocked by a solid object. Find patterns in the way that size of shadows change. <u>Working scientifically</u> asking relevant questions and using different types of scientific enquiries 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 or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings</p>
<p><u>English</u> <u>Text/Genres</u> 'The Dark' by Lemony Snicket and 'Black Dog' by Levi Pinfold Play scripts (puppets) Instructions Newspaper reports <u>Writing Opportunities</u> Wanted poster Prediction of what will happen next in Black Dog story</p>	<p><u>Maths (opportunities for maths links)</u> Recap place value Recap addition and subtraction Recap multiplication and division Christmas geometry</p>	<p><u>Computing</u> E-Safety To create a safe password Digital Literacy: Using a computer To describe how the internet connects people To discuss how products are sold online To describe differences between on/offline communication To communicate safely and effectively online</p>

<p><u>Design Technology</u> <u>Design</u> 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 <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks 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 <u>Evaluate</u> 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>	<p><u>Art and Design</u> <u>Knowledge</u> Explore the work of some artists, craftspeople, architects and designers and discuss what they like. <u>Craft Skills</u> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué Develop skills in stitching, Cutting and joining Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales to measure, tape or pin, cut and join fabric with some accuracy</p>	<p><u>P.E</u> Children will be developing their skills in gymnastics, multi-skills/ball control and small team games. <u>Skilfulness</u> To move, stop and remain still with balance and clarity of movement and shape. 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. <u>Condition, Health and Well-being</u> 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. <u>Decision Making</u> 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. To be able to describe the differences and similarities between sequences.</p>		
<p><u>RSHE</u> I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p><u>R.E. Festivals of Light.</u> To begin to understand the meaning of Diwali To understand the significance of Hanukkah in the Jewish religion To compare different spiritual festivals. Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all 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</p>	<p><u>Music</u> <u>Composing</u> Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p>	<p><u>French</u> We will learn to greet one another and say goodbye in various ways; numbers to 12; talk about our names; yes and no; learn simple shape names; some basic adjectives e.g. big & small, happy & sad; a small selection of common nouns; begin to create short phrases and sentences to go with a picture.</p>	
<p>Super Start- Being an Excise Man – Can you identify the smuggled items? Marvellous Middle – Trip to Hastings Cave Epic End – Smugglers Day! Links to careers – Personal trainers – Physiotherapy - Dietician</p>				