



SEAFORD PRIMARY SCHOOL

Year 3 Term 1

<p>Topic Title- Smugglers Ahoy! A local Study</p>			
<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-Animals and Teeth</u> <u>Knowledge</u></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. Identify different types of teeth in humans and their simple functions. <p><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 	
<p><u>English</u> <u>Text/Genres</u> <i>Texts including 'Smugglers of Mourne' by Brian Waddell and 'Moonfleet' by Rob Lloyd Jones</i> Narrative poetry Mystery Story Non-chronological reports <u>Writing Opportunities</u> Writing in role/diary entry Wanted poster/advert Own poetry based on Smugglers of Mourne Recount of Smugglers' Battle</p>	<p><u>Maths (opportunities for maths links)</u></p> <ul style="list-style-type: none"> Compare objects to 1,000 Compare numbers to 1,000 Order numbers Count in 50s Add and subtract multiples of 100 Add and subtract 3-digit and 1-digit numbers – not crossing 10 Add 3-digit and 1-digit numbers - crossing 10 	<p><u>Computing</u> <u>E-Safety</u> To agree to the Be Internet Awesome pledge & E-safety assembly <u>E-safety: Google: Share with care</u> To discuss what information should be kept private To identify ways information can be found online about people To create a positive online presence To discuss different levels of privacy To put my learning into practice</p>	
<p><u>Design Technology</u> <u>No specific DT focus this term.</u></p>	<p><u>Art and Design Knowledge</u> Develop the language of art to explain work and express their opinions. Learn and explore different ways art is made and transfer these tools and techniques to their own work.</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></p>	

	<p>Drawing Skills Show control and confidence when using line, shape, texture and tone. Learn to adapt, refine and realise it can take time to get it 'right'.</p> <p>Painting Skills Measure and mix paint and use it with control and sensitivity. Begin to use paint with expression and with varied techniques and materials. Begin to adapt paint to describe a range of surfaces and textures e.g. salt, sand, oil.</p> <p>Ideas Work from memory to illustrate and describe people and places they know. (Children create smugglers' maps based on the information they have retrieved from history exploration).</p>	<p>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>
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<p>PSHE</p> <p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I know how to use my Jigsaw Journal</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>R.E. BELIEFS AND QUESTIONS: Judaism</p> <ul style="list-style-type: none"> - Understand the significance of Sukkot, the Torah and Covenant in the Jewish religion - Pupils use a set of photos or a list of religious items they have encountered in KS1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion - 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 <p>Pupils discuss different perspectives on questions about the beginnings of life on earth, so that they can describe different ways science and religions treat the questions of origins</p>	<p>Music</p> <p>Composing :Pulse and rhythm</p> <p>Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. Sea Shanty.</p>	<p>French</p> <p>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>
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Super Start- Contraband left on the playground with a cryptic note from the Hawkhurst Gang. Pupils to identify, through map work, where the contraband is meant to have been delivered to.
Epic End-Smugglers Day!

Links to careers-<http://learning.southdowns.gov.uk/resource-finder/> and/or visit from local dentist to explain the job.