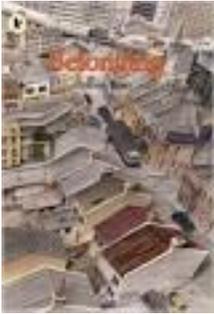


## Autumn & Spring Term: London and Beyond



### English

**Programme of study includes:** word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

**The process of writing includes:** Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

#### **Inspiration:**

- *Belonging* by Jeannie Baker
- *The Door* by Miroslav Holub (poem) *Closed, a short film*
- *Little Red Riding Hood* (*The Bumper Book of Storytelling*)
- *Into the Forest* by Anthony Browne
- *Wolves* by Emily Gravett
- *Come Away from the Water* Shirley by John Burningham

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

**Class Reading Book:** This Morning I met a Whale.

## Year Three Autumn & Spring Term Overview

Let's take a journey together! We leap into action with some more exciting books which share themes of journeys, locally and across the globe. Year Three will be travelling to the beach with John Burningham's character, Shirley. Children across the school will participate in projects comparing contrasting localities. Year Three will be learning about their local area in The Putney Vale Project where they will meet some of the oldest members of our community. This lucky class will then head off to Littlehampton to discover the similarities and differences between these two locations.

### Geography

*Belonging*, a wordless picture book gives the children opportunities to apply their own voice to the story and tell the voice of others through interviewing members of the local community to find out their experiences of the local area changing over time.

#### Locational Knowledge

Experience: Teddington Lock - linked with Science Rocks and Soils  
Fieldwork study of the River Thames.

•to describe and understand key aspects of physical geography, including: rivers

#### UK Study and Coasts

Study: Littlehampton

### History

**The Putney Vale Project: A local history study of the estate comparing how people lived**

•to gather first hand information

#### **Roman Empire**

•Why rivers are important for building settlements.

### Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text: Life, change, environment, adventure and taking risks.

**RRS: 24 and 27**

#### **Religious education:**

What can we learn about religion - Christianity?

**School Values**

### Art and Design Technology

**How tall is my tower? (Roehampton)**

#### **Design Technology:**

•to apply understanding of how to strengthen, stiffen and reinforce

**Art and Design: Collage and Photography (Belonging)**

**Making skills:** cut shapes from memory, twist, knot, fold and roll paper.

## London and Beyond

### Computing

#### iMovie

- to use technology purposefully to retrieve digital content
- to use technology purposefully to organise digital content
- to use software (including internet services)
- I can create a new movie and assemble a sequence of images
- I can edit duration of the images
- I can add text
- I can add music
- I can create a cover page for my book with title and picture
- I can edit the font /page colour/ rotate images
- I can create audio files with purpose

### French

Ice-cream flavours and beginning of body parts.

### Music

#### Exploring pitch and beat

- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music

### Physical Education

#### Handball, volleyball and gymnastics :

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

## Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example when participating in scientific investigations they will use vocabulary of measurement, including length and time. They will also interpret and present data and solve one and two step problems using the information that they have collected.

## Science

#### Learning Objectives:

##### Materials - Rocks

Note: see also TigTag Junior

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks and organic matter.

##### Animals, Including Humans

I can 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.

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

##### Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings.