



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Living together in London</u>			Year group: 3 Term: Autumn 1
Hook	Explore	Excite	Celebrate
Make a class cave for light experiments.	Travel on a local bus 242 or 149 to see landmarks and River Thames – map the journey and where these landmarks are in relation to each other.	Take a trip up the River Thames Regents Canal project	Black History month celebration

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science

Light

- notice that light is reflected from surfaces
- find patterns that determine the size of shadows.
- I can explain why we need light to see things.
- I can explain that dark is the absence of light.
- I can tell you why the sun is dangerous to the eyes.
- I can tell you how shadows are formed.
- I can tell you about reflected light.
- I can tell you why shadows are sometimes long and sometimes short.

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE

- Values of the school and maintaining healthy relationships
- Rules
- To understand why rules are needed in different situations
- To recognise that rules may need to be changed
- Thinking Ahead

	<p>To understand why it is important to plan ahead and think of potential consequences as a result of their actions</p> <p>Taking the Lead</p> <p>To understand why it is important to behave responsibly</p> <p>To recognise that actions have consequences</p> <p>Expressing Opinions</p> <p>To know how to communicate their opinions in a group</p> <p>To listen to and show consideration for other people's views</p> <p>Working Together</p> <p>To work co-operatively, showing fairness and consideration to others</p> <p>To understand why it is important to work collaboratively</p> <p>To take the lead, prioritise actions and work independently and collaboratively towards goals</p>
Humanities	<p><u>How has life along the Thames changed? (Link to Canal Project – Regents Canal)</u></p> <p><u>Life along the Thames</u></p> <p><u>(maps through the years, settlements along the Thames) London Landmarks and Living in London (comparison from Tudor or Victorian times)</u></p> <p>Why is this area like this? (geographically)</p> <p>Who has lived here and why?</p> <p>Why is this place special?</p> <p>What do local people think about this area?</p> <p>What jobs do people do here?</p> <p>What do people do in their spare time?</p> <p>Can the environment be improved? How?</p> <p>What services are there?</p> <p>How is this place connected to other places?</p> <p>Who should decide what happens in this place?</p> <p>I can ask and answer questions about the physical and human characteristics of a location</p> <p>I can explain my own views about locations and give reasons</p> <p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p> <p>I can use the eight points of the compass</p> <p>I can use symbols and keys to locate locations</p> <p>I can use grid references to locate geographical features</p> <p>I can present my studies of the local area as sketch maps, plans, graphs, charts and photographs</p> <p>I can use field study techniques to observe, measure and record human and physical features in the local area, including weather data</p> <p>I can discuss human geography, including types of settlement</p>

	<p>I can apply my knowledge of chronology in a secure way</p> <p>I can make a time line of events or developments</p> <p>I can describe how things have changed over time</p> <p>I can use the correct historical vocabulary in my writing and discussions about the past</p> <p>I can use words to describe how time passes and how events are recorded</p> <p>I can describe similarities and differences between time periods, by comparing and contrasting</p> <p>I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.</p> <p>I can explain when an important event or development happened, why it happened and what happened next</p> <p>I can ask and answer more complex questions about the past</p> <p>I can select appropriate information from different sources to find out about the past, such as</p> <ul style="list-style-type: none"> *novels and play scripts *information books *pictures or photographs *documents and diaries *DVDs or videos *the internet *artefacts *museum displays *old buildings and heritage sites
RE	<p>What is special about Guru Nanak?</p> <p>I can explore some stories about Guru Nanak's early life and how these teach Sikhs to live good lives, ie. thinking and praying to god, helping others</p> <p>I can explore how, in celebrating the birthday of Guru Nanak, Sikhs are reminded of his life and teachings, ie. sharing food in the langar</p> <p>I can explore how, in celebrating the birthday of Guru Nanak as a community, Sikhs are reminded of his teachings, ie. treating everyone as sisters and brothers</p> <p>I can explore the way in which pictures of Guru Nanak communicate Sikhs' feelings of reverence for him</p>
Arts– Drop Down	<p>Black History month - Hair</p>
PE	<p>Swimming</p> <p>I can enter the water carefully, as taught</p> <p>I can move around and across the pool, eg walking, running, hopping, with swimming aids and support</p> <p>I can move on and below the surface, showing confidence and enjoyment in the water</p> <p>I can propel myself through the water showing different ways to kick my legs.</p> <p>I can explore different strokes to use on the water and under.</p>

	<p>I can begin to swim short distances of between 5 and 20 metres, using aids and later without them</p> <p>Games Invasion Games</p> <p>I can use a range of skills to help me keep possession and control of the ball</p> <p>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>I can weigh up the options and often make good decisions about what to do</p> <p>I can recognise players who play well in games and give some reasons why</p>
Computing	<p>Make a PowerPoint Presentation about the River Thames</p> <p>In this unit children will research the River Thames Using Google Maps first to locate it. They will then make a PP to present what they have learnt about it in their topic work</p> <p>Resources; Power Point and Google Earth/Maps</p> <p>Understanding Technology</p> <p>Use Google earth/maps to find the Thames</p> <p>Use Google earth/maps to map the different possible journeys from school to the Thames</p> <p>Use Street view to look at individual buildings along the Thames</p> <p>How can we use Search Engines to find specific information?</p> <p>What do we know about the technology that lets Google Maps locate us? (GPS)</p> <p>What key words could we use to conduct an internet search?</p> <p>Digital Literacy</p> <p>When might we want to use presentation software in our daily lives? (E.g when going for a job interview)</p> <p>What kind of software are the children familiar with (e.g. the teacher uses ActivInspire to present information during lessons).</p> <p>What key words could we use to conduct an internet search</p> <p>Introduce the children to the different tools in PowerPoint</p> <p>Show children how to add images, text transitions and animations etc</p>
MFL	<p>Geography of the language</p> <p>I know some simple greetings in Spanish.</p> <p>I can ask and answer simple questions re: name and wellbeing</p> <p>I know simple classroom commands.</p> <p>I know the numbers 0-30.</p>

