



Everybody Excelling, Every Day. No Excuses!

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| Theme Title: <u>Our present world</u> | | | Year group: 3 Term: Summer 1 |
| Hook | Explore | Excite | Celebrate |
| Take part in drill activities to strengthen muscles – army training or boot camp | Create a fitness drink or energy bar to keep body healthy. | Visit a gym, play area, circus skills workshop etc. to use muscles for hanging, swinging, lifting weight. | Share made film with parents or classes |

Core subjects: Theme Content/ Foundation: Links to National Curriculum

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

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| Science | <p>Animals including humans</p> <p>Animals including humans</p> <p>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</p> <p>- identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>I know what a carnivore, an omnivore and a herbivore is</p> <p>I can extract data from a food survey and display it in a chart</p> <p>I can ask and answer questions on that data</p> <p>To understand the 5 food groups and the proportions of each needed to create a healthy, balanced diet</p> <p>Know that a skeleton is needed for support, protection and movement</p> <p>To investigate whether people who do more sport have stronger muscles</p> <p>Know the diaphragm is used in breathing and the lungs transfer oxygen to the blood</p> <p>Know that muscles need more oxygen to work hard and this affects breathing rate</p> <p>Present what I have found to the class.</p> <p>Use the results I have found to draw conclusions.</p> <p>Tell you what is different, what has stayed the same and what has changed in an experiment.</p> <p>Use the evidence from my own and other people’s experiments to support what I have found.</p> |
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Foundation: Theme Content / Foundation: Links to National Curriculum

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| PSHE | <p><u>Emotions</u> Loss / Separation To listen to and show consideration for other people's views To empathise with another viewpoint To listen to, reflect on and respect other people's views and feelings To develop strategies for managing and controlling strong feelings and emotions Family Changes To understand that family units can be different and can sometimes change</p> |
| Humanities | <p><u>Heritage Schools link – Map and field work Humanities</u> Week 1: What can our high street tell us about the world? Where are we? Week 2: Fieldwork: What is this street like? Week 3: What is this street like? Week 4: How do products travel to different shops? Week 5 and 6: How has it changed? Using sources I can name and locate UK regions and their identifying human and physical aspects. I can use the eight points of the compass I can use symbols and keys to locate locations I can use grid references to locate geographical features I can ask and answer questions about the physical and human characteristics of a location I can explain my own views about locations and give reasons 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. I can present my studies of the local area as sketch maps, plans, graphs, charts and photographs I can use field study techniques to observe, measure and record human and physical features in the local area, including weather data</p> |
| RE | <p>School Unit Philosophy What makes me, me? Should people care more about doing the right thing or doing things right? Is it ever OK to lie? Should we have rules? Is it a good thing to do what other people tell you? Can you be friends with someone who is selfish? What is being kind? Is it easy or hard to be kind? Is it good to get everything you ask for? Are you proud/pleased with the way you show yourself to others?</p> |

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| Arts– Drop Down | Japan Art Focus |
| PE | <p>Swimming</p> <p>I can explain why my body reacts differently to swimming different distances and times</p> <p>I can describe how swimming affects my heart rate and breathing, and recognise that it is important to control their breathing when swimming</p> <p>I can use a range of strokes effectively with correct, controlled breathing technique and use different skills to meet personal survival challenges</p> <p>I can recognise what I need to do to improve my swimming technique</p> <p>Athletics-</p> <p>Run, Jump & Throw</p> <p>I can run at different speeds e.g. change my pace with control</p> <p>I can decide the correct pace when running a long distance</p> <p>I can develop fluency and rhythm when choosing and applying different stride patterns</p> <p>I can use different throwing techniques e.g. push/pull throw, fling & heave throw</p> <p>I can throw accurately at a target and across different distances</p> <p>I know different techniques which will help me increase my height and distance of my jump</p> |
| Computing | <p>Make a documentary about the <u>Our Local Area or Our amazing body</u>. In this unit the children will first research the unit and create a fact file of their knowledge. They will then make a short documentary-style film in groups of three or four. They will need to adopt roles within the group(e.g. camera person/actor/script writer/newsreader) See example below:</p> <p>https://youtu.be/qFIYLRW4AQ</p> <p>Resources: iPads; iMovie</p> <p>Understanding technology</p> <p>How can we use the internet to find out about the Local Area?</p> <p>Digital Literacy</p> <p>How to hold an iPad when using the camera</p> <p>Where the microphone is placed – making sure it’s not blocked</p> <p>Online safety</p> <p>How can we stay safe online, what are our school rules?</p> <p>What should we do if we see something that upsets us?</p> |
| MFL | I can name says likes/dislikes using nouns and infinitives in Spanish. |

