



Year 3 – Autumn 1

The UK.



Trips and experiences
Celebrations
Art exhibition
British Values
Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths

SMSC Links
Spiritual
Develop a sense of fascination, curiosity and mystery when learning about the world and the country they live in.
Moral
Children will be taught to think of others, listen well to others points of view and try to imagine others' points of view, especially those who have a different culture to our own.
Social
Children to work collaboratively throughout the Learning Quest.
Cultural
Children will investigate cultural differences in the United Kingdom. They will be able to share and discuss their own cultures. Recognise similarities and differences between and within food cultures of other countries.



Geography – How can we use maps to find out about the countries of the UK?

Foundations of previous learning.

In KS1 the children have learnt the to locate the 4 countries of the UK, their capital cities and the names of the surrounding seas. The children can name and locate the 7 continents of the world as well as the 5 main oceans. The children have used simple maps and then developed this knowledge by drawing their own maps including the use of a key. Children understand how compass directions can be used to locate a place or feature. Children have developed their vocabulary and can name some features within and the local environment and beyond.

Overview and rationale	Skills	Knowledge
<p>Year 3 start their geography learning with a focus on the UK. Children will revise naming and locating the 4 countries of the UK as well as begin to use maps to describe the differing landscape. Children will describe the differences between a town and a city before going on to locate some of the UK's major cities on a map. There will have the chance to explore London as a city. Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features. They will be able to compare London to another region in the UK discussing similarities and differences. This learning will support the children's subsequent learning when they begin to compare the geographical similarities and differences between regions of the UK and other countries in the world.</p>	<p>Investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical characteristics of a location. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers. <p>Investigate patterns:</p> <ul style="list-style-type: none"> Make comparisons of the same geographical features in different counties. <p>Communicate geographically:</p> <ul style="list-style-type: none"> Locate geographical features on a map or atlas using symbols shown in a key. Begin to use the eight points of a compass. 	<ul style="list-style-type: none"> England, Scotland, Wales and Northern Ireland are the countries within the United Kingdom and are located in the Northern hemisphere of the world. There are lots of different maps that tell us different things about a location. The UK's capital cities are: England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast). A town is larger than a village. A city is the largest type of settlement, containing lots of buildings and lots of people. Most villages are found in the countryside. The River Thames flows through London and is the longest river in England. The UK is divided into sections called counties. Each county has its own council.
National curriculum coverage	Assessment Tasks	
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.	<p>1 - Map skills: To create a map of the UK, locating and describing the 4 countries and their capital cities.</p> <p>2 –Investigate places: Use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.</p> <p>3 –Investigate patterns: Compare the similarities and differences of London and a different region within the UK.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> To create a map of the United Kingdom and describe the location of the 4 countries and the capital cities. Use a range of maps and photographs to identify the key physical features of the UK and where they are located. To investigate the seas and coasts of the UK and describe similarities and differences between beaches. To be able to identify and describe cities, towns and villages. Investigate the key human and physical features of London. To compare Greater London to another county in England. 	Maps, location, compass points, seas, coast, counties, culture, physical, human, town, city, language, landmarks, mountains, rivers	<p>Comparison – What are the similarities and differences between the different UK countries? How is a town and city different?</p> <p>Significance/Place – Where do we live? Why is London significant?</p> <p>Materials –How are beaches similar and different? What materials can be found there?</p> <p>Humankind – Why do people live in cities? What are they like?</p>
Curriculum drivers		
Emotional Intelligence - Children should be given the opportunity to work in different groups	Aspirations and possibilities for all – What jobs do people have in our community or around the UK?	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

Art and Design – Collage

Foundations of previous learning:

Children have previously developed their drawing techniques in creating drawings of buildings (Yr 1) and portraits (Yr 2).

The children have experimented with collage in Year 1 where they explored the work of Paul Klee. They have begun to fold, crease, tear, crumple, twist, overlap and build to create a three-dimensional image.

Overview and rationale	Skills	Knowledge
In this unit, the children will continue to build on and further develop their drawing and collage skills. They will explore the work of Henry Matisse. Children will have the opportunity to develop their collage skills by experimenting with different shapes and texture combinations to find out what gives them the most pleasing effects. They will use Matisse’s work as inspiration to create their own collage.	Collage skills: <ul style="list-style-type: none"> Accurately cut collage materials & also manipulate materials using eg. tearing, pleating, crumpling & folding to create different collage affect. Experiment with layering and overlapping different shapes on top of each other considering different orders and positions and rearranging the pieces to experiment with position and order. Look & talk about the work of artists who use different kinds of collage techniques. 	<ul style="list-style-type: none"> Henri Matisse was born in France in 1869. As Matisse became older, he began to work with brightly coloured paper and would ‘paint with scissors’ to cut out shapes, animals, leaves, dancers and flowers and then arrange them. A collage is where pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface. He arranged complementary colours alongside each other to create a vibrant effect.
National curriculum coverage	Assessment opportunities	
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	1 - Inspiration: To explore the style and work of Henry Matisse. 2 - Drawing: Experiment and develop collage skills and techniques. 3 –Final piece: Children to create a collage taking inspiration from the work of Matisse.	
Sequenced Learning activities	Vocabulary	Big Ideas
1. Evaluate and analyse artists creative work using the language of art, craft and design. 2. Experiment with accurately cutting materials for collaging. Recap how to manipulate materials eg. tearing, pleating, crumpling & folding to create different collage affect. 3. Create plan considering colours/ textures/materials and what techniques will go where. 4. Make piece 5. To improve and develop my work 6. Evaluate piece.	fabric, colour, pattern, shape, texture, glue, stick, scissors, scraps, wool, silk, satin, net, position, place	<i>Significance, creativity, investigation, processes and materials runs throughout all art units.</i> Comparison – How does Matisse’s work differ from other artists work? Place – Where was Matisse from?
Curriculum drivers		
Emotional Intelligence - How does this piece of art make you feel? Why? What feelings and emotions do we associate with these colours?	Aspirations and possibilities for all – Develop children aspiration and enjoyment of art. Celebrate children’s talents through an Art showcase for parents.	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

	Computing - Emailing	Music - Let your spirit Fly
Overview and connections	Being able to send an email is a valuable skill and in this topic, children learn how to send emails with attachments and how to be a responsible digital citizens by thinking about the contents of what they send. Children will learn that Ray Tomlinson created the first email in 1971. The area of cyber bullying; both how to recognise it, and how to avoid being unkind online, is also introduced. This topic prepares children for their later learning in PSHE, Spring 1, where they will further learn about online relationships.	All the learning in this unit is focused around one song: Let Your Spirit Fly - an R&B song for children. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Children will have the opportunity to compare and contrast RnB music to 'Show music' from the musical Oliver. Children will also learn about musicians such as Marvin Gaye and discuss his influence on music.
Key Knowledge and assessment	<ul style="list-style-type: none"> • Computer networks, including the internet, are made up of computers connected together. • An email is messages sent from one computer to another. You can see email on the screen or print it out. • Emails can be used to send information around the world – it is a form of communication. • Online and face-to-face communication is different. • Ray Tomlinson created the first email in 1971. • It is important to be kind online. Cyber bullying is being unkind online. • Always report any concerns to parents and teachers. • You shouldn't click on links in an email unless you what is it. 	<ul style="list-style-type: none"> • RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder. • RnB music usually has a polished production style, use of computer-originated sounds eg drum machines and smooth vocal arrangements. • Oliver! Is a British musical, with music and lyrics by Lionel Bart. • Consider yourself is a musical "Show" song. • Marvin Gaye was an African American singer/ songwriter/ instrumentalist (1939–1984); known as 'The Prince of Motown'. • Motown is Soul music with a Pop influence.
Key Skills and assessment	<ul style="list-style-type: none"> • Learn about emails and send an email. • How to add attachments to emails. • Use of positive language in emails. • What Cyber Bullying is and what to do if it happens. • Learn about spam and junk emails. 	<p>Please see Charanga Key Skills map for Year 3</p> <ul style="list-style-type: none"> • Listen and copy back using instruments and one note: C • Using your instruments, listen and play your own answer using two notes: C and D.
Key Vocabulary	Email, internet, email address, cyber bullying, online relationships, attachment, communication, fake, spam	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard
Big Ideas	<p>Significance – who sent the first email? Why is this significant?</p> <p>Change and Place – How did the development of emails change communication?</p> <p>Humankind – How do we keep ourselves safe online? Why is this important?</p>	<p><i>Creativity is evident throughout all music topics</i></p> <p>Comparison – what are the similarities and differences between RnB songs? How does it compare to other music?</p> <p>Significance – Why do we remember Marvin Gaye?</p>
Curriculum Drivers	<p>Emotional Intelligence - What does kind behaviour look like online? How do you feel when people are unkind? How do we manage this?</p> <p>Aspiration and possibilities for all – How does Ray Tomlinson inspire you?</p>	<p>Emotional Intelligence - How does this song make you feel? Why?</p> <p>Aspiration and possibilities for all – Explore with the children what a musical is and where they are performed.</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

	PSHE – Being me! How can I resolve problems?	RE - Hindu & Sikh Divali
Overview and connections	In this unit, children will learn about what makes a positive and healthy relationship. They will identify and describe the types of relationship they have and describe which ones are important to them (e.g. family, friends, neighbours etc.) They will learn how actions can affect themselves and others, both positively and negatively. They will begin to learn about how to solve disputes amongst themselves and their peers. This will be consolidated in year 4 when children explore what conflict is and how it makes us feel.	In this topic, children will develop the knowledge of Divali, which they built in Year 2. They will make connections between stories about Rama, and the Hindu belief that God descends to earth when evil threatens to overcome good. They will investigate what happens during the festival of Divali and understand the importance of preparation for Hindus. The children will learn that Sikhs also celebrate Divali but for different reasons.
Key Knowledge/ skills and assessment	<ul style="list-style-type: none"> Identify the types of relationship they have with those who are important to them (e.g. family, friends, neighbours etc) Describe how people in different relationships show they care for and value each other. Describe a range of different feelings (good and not so good) and describe how different feelings are experienced in their bodies. Some people can also have lots of different feelings all at once (such as at times of change). It is important we share our feelings. Identify actions that would affect others positively and negatively. Identify why it is important to ‘think before we act’. Explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space. Explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused. Demonstrate strategies for solving arguments with peers. Give examples of when they have helped give useful feedback or support to others. Recognise that they should always report things that mean they or others may not be safe. 	<ul style="list-style-type: none"> The Divali story is about good overcoming evil. We all have to make choices in daily life between right and wrong. Hindus believe that Rama and Sita are examples of how to behave. There are many traditions and practices associated with the celebration of Divali. Sikhs also celebrate Divali. They believe the story of Guru Hargobind, which shows us that we should be loyal, brave, and stand up for what is right. <p>Learning about religion:</p> <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Retell religious stories in my own words Begin to identify different ways of religious expression <p>Learning from religion:</p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people’s behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.
Key Vocabulary	Relationships, healthy, family, friends, positive, negative, disputes, care, feelings, body space, advice.	Hindu, Sikh, Divali, festival, loyal, brave, standing up for others, courage, preparation, celebration, choices
Big Ideas	<p><i>Humankind is evident throughout all PSHE topics.</i></p> <p>Comparison – How do our relationships compare?</p> <p>Significance – Who are the significant people in our lives?</p>	<p><i>Humankind is evident throughout all RE topics</i></p> <p>Comparison – How is Hindu and Sikh Divali similar and different?</p> <p>Significance – Who are the significant people that Hindus and Sikhs look to during the festival of Divali?</p>
Curriculum Drivers	<p>Emotional Intelligence - Describe and label a range of different feelings (good and not so good) and describe how different feelings are experienced in their bodies.</p> <p>Aspiration and possibilities for all – Who inspires us? Why? Why is it important we have role models we inspire to?</p>	<p>Emotional Intelligence - What sort of behaviour are Rama and Sita examples of? How can this help us?</p> <p>Aspiration and possibilities for all – Who are the examples that show you how to behave? Who are your role models?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	