



Year 3 Topic: Where can we go from here? Term: Autumn 1 Topic Length: 6 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed									
	Values	W	A	R	M	T	H				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge					
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	For children to have a sense of community and learn about the local geography To use local landmarks to create artwork.									
		Hook: trip to look at local human and physical features in Ivybridge, visit the local library and sketch the Ivybridge bridge.						Celebration: To produce a whole class canvas led by a local artist			
	Main Subjects	Geography				Science		Art and Design			
	Key Performance Indicators	<ul style="list-style-type: none"> Identifying physical and human characteristics. Identify local changes over time. Interpret maps and aerial photographs. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Use the eight points of a compass. To use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 				<ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Make systematic and careful observations 		<ul style="list-style-type: none"> Make as many tones of one colour as possible using primary colours and white. Darken colours without using black. Mix colours to match those of the natural world – colours that might have a less defined name. Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Evaluate and analyse creative works using the language of art. 			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/Active	Equity of Education		Developing Learning Behaviours	Fluency		



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg: computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	<p>Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
PE	<p>Key PE skills</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
MFL	<p>French – C’est Moi</p> <ul style="list-style-type: none"> • To read and say simple French phrases to have conversation in pairs to include - Greetings, hello, what is your name, how are you, where do you live, when is your birthday • To know numbers to 31 • To know the months of the year
PSHE	<p>Jigsaw units – Being Me and Celebrating Difference. Understand who is in my school community, the roles they play and how I fit in.</p> <ul style="list-style-type: none"> • Understand how democracy works through the School Council and how democracy and having a voice benefits the school community. • Understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.
RE	<p>Understanding Christianity – The creation story.</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied
Outdoor Learning	<p>Shelters</p> <ul style="list-style-type: none"> • Build a ridge pole tarp shelter, build a tarp lean-to, build a log lean-to • Select an appropriate site for a shelter • Build a central pole tipi

Key Objective Progression

Prior Knowledge	Year 3 – Where can we go from here? Key Objectives	Future Learning
Year 1 - Light up the World - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	Geography - Identifying physical and human characteristics.	Year 4 Caribbean - Locate the UK and identify human and physical features
KS1 – To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Geography - Identify local changes over time.	
Year 2 Where's Woodlands - Read and create a simple aerial view map of Woodlands, Ivybridge, including a key	Geography - Interpret maps and aerial photographs.	Year 4 Caribbean - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Year 2 – Ready steady Go - To know and identify the four countries that make up the United Kingdom and name their capital cities on a world map and atlas	Geography - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.	Year 6 Victorians - Name and locate counties of the UK and geographical regions, particularly in relation to agriculture and describe the key human and physical features.
KS1 - To use simple compass directions (NSEW) and locational and directional language	Geography - Use the eight points of a compass.	
Year 2 Where's Woodlands - Read and create a simple aerial view map of Woodlands, Ivybridge, including a key	Geography - To use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Year 2 - Everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.	Science - Compare how things move on different surfaces.	Year 4 States of Matter (Arctic) – Compare and group materials together, according to whether they are solids, liquids or gases.



<p>Year 2 Everyday materials - Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Science - Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p>	<p>Year 6 Forces -</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
<p>Year 2 Everyday materials - Observing closely, using simple equipment.</p>	<p>Science - Make systematic and careful observations</p>	<p>Year 4 States of Matter (Arctic) – Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p>
<p>Year 2 - Colours, patterns and shapes</p>	<p>Art and Design - Make as many tones of one colour as possible using primary colours and white.</p>	<p>Year 6 – Space - Understand that abstract art is modern art which has colour, lines and shapes (form) but they are not intended to represent objects or living things</p>
<p>Year 2 - Colours, patterns and shapes</p>	<p>Art and Design - Darken colours without using black.</p>	<p>Year 6 – Space - Understand that abstract art is modern art which has colour, lines and shapes (form) but they are not intended to represent objects or living things</p>
<p>Year 2 - Colours, patterns and shapes</p>	<p>Art and Design - Mix colours to match those of the natural world – colours that might have a less defined name.</p>	<p>Year 6 – Space - Understand that abstract art is modern art which has colour, lines and shapes (form) but they are not intended to represent objects or living things</p>
<p>Year 2 - Firework art to practise forward brush strokes.</p>	<p>Art and Design - Introduce different types of brushes for specific purposes</p>	<p>Year 6 – Space - Experiment using different techniques that could be used to create space art with an abstract background.</p>
<p>Year 2 - Firework art to practise forward brush strokes.</p>	<p>Art and Design - Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p>	<p>Year 6 – Space - Experiment using different techniques that could be used to create space art with an abstract background.</p>
<p>Year 2 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Art and Design - Evaluate and analyse creative works using the language of art.</p>	<p>Year 4 – The Arctic - Evaluate and analyse creative works using the language of art, craft and design</p>