Woodlands Park Primary School

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	*The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge*									
		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	• 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 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 Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.				• Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Ask relevant questions • Set up simple practical enquiries, comparative and fair tests • Record findings using simple scientific language			• 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	

Version: September 2022

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	**Connecting Computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. • 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	**Key PE skills** • 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	**French – C'est Moi** • 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	**Jigsaw units – Being Me and Celebrating Difference.** Understand who is in my school community, the roles they play and how I fit in. • 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	**Understanding Christianity – The creation story.** • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied
Outdoor Learning	**Shelters** • 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 and their identifying human and physical characteristics.	**Year 6 Victorians -** Name and locate 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 Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
KS1 - Describe the simple physical properties of a variety of everyday materials	**Science** - Observe how magnets attract or repel each other and attract some materials and not others	**Year 5 – Properties and Changes** - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
KS1 - Describe the simple physical properties of a variety of everyday materials	**Science** - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	**Year 5 – Properties and Changes** - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
KS1 - Describe the simple physical properties of a variety of everyday materials.	**Science** - Describe magnets as having two poles	**Year 5 – Properties and Changes** - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

KS1 – Ask simple questions and recognising that they can be answered in different ways	**Science** - Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Year 5/6** – Planning different types of scientific enquiries to answer questions and controlling variables where necessary. Using test results to make predictions to set up further comparative fair tests.
Year 2 - Colours, patterns and shapes	**Art and Design -** Make as many tones of one colour as possible using primary colours and white.	**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
Year 2 - Colours, patterns and shapes	**Art and Design -** Darken colours without using black.	**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
Year 2 - Colours, patterns and shapes	**Art and Design -** Mix colours to match those of the natural world – colours that might have a less defined name.	**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
Year 2 - Firework art to practise forward brush strokes.	**Art and Design -** Introduce different types of brushes for specific purposes	**Year 6 – Space -** Experiment using different techniques that could be used to create space art with an abstract background.
Year 2 - Firework art to practise forward brush strokes.	**Art and Design** - Begin to apply colour using dotting, scratching, splashing to imitate an artist.	**Year 6 – Space -** Experiment using different techniques that could be used to create space art with an abstract background.
Year 2 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	**Art and Design -** Evaluate and analyse creative works using the language of art.	**Year 4 – The Arctic -** Evaluate and analyse creative works using the language of art, craft and design