



# Year 3 Topic: Our World

## Term: Autumn 2

## Topic Length: 7 weeks

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>										
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
<b>Learning Behaviours</b>				<b>Disciplinary Knowledge</b>				<b>Substantive Knowledge</b>				
Attitudes and attributes for learning and life				Know How – Subject specific thinking and problem solving				Know What – Deep learning of the key knowledge				
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	<b>Topic Purpose</b>	To look at the world around us both in Europe and beyond. To develop knowledge of levers and linkages and magnets										
		Hook: Read the book 'A world of cities', look at places of google maps and elicit previous knowledge						Outcome: To produce a pop-up Christmas card that uses linkages and levers				
	<b>Main Subjects</b>	<b>Geography</b>				<b>Science</b>				<b>Design Technology</b>		
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>				<ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Ask relevant questions</li> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>Record findings using simple scientific language</li> </ul>				<ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products – levers and linkages</li> <li>To select from and use a wider range of tools and equipment to perform practical tasks accurately</li> </ul>		
<b>Our Overarching Themes</b>	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:

Subject	Key Performance Indicators
Computing	<p>Online Safety Unit</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Pupils should use running, jumping, in isolation and in combination for example skipping.</li> <li>Pupils should develop flexibility, strength, technique, control and balance</li> </ul> <p>Cricket</p> <ul style="list-style-type: none"> <li>Pupils should use running, jumping, throwing and catching in isolation and in combination when fielding, batting and playing a game.</li> <li>Pupils should play competitive games modified where appropriate and apply basic principles suitable for attacking and defending.</li> </ul>
Music	<p>In the Snow sequence</p> <ul style="list-style-type: none"> <li>Learn and Perform Snow wolf song.</li> <li>Listen to Sisu's Winter soundscape piece, identify instruments and analyse sound effects using a musical vocabulary (pitch, dynamics, timbre, tempo)</li> <li>Perform a winter soundscape using a variety of percussion and follow a graphic score using a contrast of pitch, dynamics, timbre and tempo</li> </ul>
PSHE	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Know what it means to be a witness to bullying and how they can make the situation better or worse.</li> <li>Recognise that some words are used in hurtful ways and can affect someone's feelings and what the consequences were.</li> <li>Understand that differences and conflicts sometimes happen among family members.</li> </ul>
RE	<p>What is it like for someone to follow God?</p> <ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant</li> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> <li>Make links between the story of Noah and how we live in school and the wider world.</li> </ul>
Outdoor Learning	<p>Rope</p> <p>Learner can tie a timber hitch, Learner can tie a sheer lashing, learner can tie a Reef knot Learner can square lash two sticks together, Learner can clean and coil rope</p>

## Key Objective Progression

Prior Knowledge	Year 3 - Our World - Key Objective	Future Learning
<b>KS1 – Mini-</b> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	<b>Geography</b> - Locate the world's countries, using maps to focus on Europe	<b>Year 4 – Rainforests</b> - Locating Rainforests Oceans and Continents
<b>KS1 – Mini Beasts</b> – Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<b>Geography</b> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country	<b>Year 4 – The Arctic</b> - physical geography, including: climate zones, biomes and vegetation belts, and the water cycle. Human geography, including: types of settlement and land use.
<b>KS1</b> - Describe the simple physical properties of a variety of everyday materials.	<b>Science</b> - Observe how magnets attract or repel each other and attract some materials and not others	<b>Year 5 – Properties and Changes</b> - 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.
<b>KS1</b> - Describe the simple physical properties of a variety of everyday materials.	<b>Science</b> - 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	<b>Year 5 – Properties and Changes</b> - 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.
<b>KS1</b> - Describe the simple physical properties of a variety of everyday materials.	<b>Science</b> - Describe magnets as having two poles	<b>Year 5 – Properties and Changes</b> - 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.
<b>KS1</b> – Ask simple questions and recognising that they can be answered in different ways	<b>Science</b> - Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Year 5/6</b> – 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.



<p><b><u>KS1 – Ready Steady Go</u></b> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><b><u>DT</u></b> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b><u>Year 4 – Rainforests</u></b> - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p><b><u>KS1 – Ready Steady Go</u></b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p><b><u>DT</u></b> - Understand and use mechanical systems in their products – levers and linkages.</p>	<p><b><u>Year 4 – Romans</u></b> - Understand and use mechanical systems in their products – levers and linkages.</p>
<p><b><u>KS1</u></b> - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p>	<p><b><u>DT</u></b> - To select from and use a wider range of tools and equipment to perform practical tasks accurately</p>	<p><b><u>Year 4 Romans</u></b> - Select from and use a wider range of tools and equipment to perform practical tasks – cutting and joining.</p>