

**Theme:**

# The U.K - Rivers and Mountains

## Year 3 Term 2



**Breadth:**

**As writers:**

Plan a piece of writing based on a familiar structure.  
Use noun phrases effectively.  
Extend the range of sentences with more than one clause by using a wider range of conjunctions.  
In narratives, create settings, characters and plot  
Proof-read for spelling and punctuation errors.  
Use conjunctions, adverbs and prepositions to express time and cause  
Use fronted adverbials  
Use commas after fronted adverbials  
Text - use music video clip - 'So Good To Me.'  
  
Write to our pen pals in Canada.

**Being physically active:**

**Focus:** Dance  
Improvise freely and translate ideas from a stimulus into movement.  
  
**Focus:** Dodgeball/Benchball  
Throw and catch with control. Be aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.  
  
**Our PE days are: Thursdays and Fridays.**  
However, please can children have their PE kit in school **every day** due to other sporting events. This should include **trainers** and **house coloured t-shirt**.

**As computer Experts: Stop-Frame**

**Animation**  
Explain that animation is a sequence of drawings or photographs  
Relate animated movement with a sequence of images  
Plan an animation  
Identify the need to work consistently and carefully  
Review and improve an animation  
Evaluate the impact of adding other media to an animation

**As scientists:**

Explore the five key food groups.  
Learn about the nutrition in the food we eat.  
Learn about different types of skeleton.  
Learn about the human skeleton.  
Learn about animals and their skeletons.  
Explore the roles of muscles

**As readers:**

Develop positive attitude to reading and develop understanding of what they have read.  
Listen to and discuss a wide range of texts.  
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  
Discuss words and phrases that capture the reader's interest and imagination.  
Recognise some different forms of poetry

**As Geographers:**

Name and locate countries and seas in the United Kingdom.  
Name and locate counties and cities of the U.K geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.  
Understand how some of these aspects have changed over time.

**Religious Education:**

Find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to others.

**As citizens (PSHCE): Celebrating Difference.**

Understand that everybody's family is different and important to them  
Understand that differences and conflicts sometimes happen among family members  
To know what it means to be a witness to bullying - to know that witnesses can make the situation better or worse by what they do  
Recognise that some words are used in hurtful ways

<p>Explain the meaning of words in context Ask questions to improve their understanding of a text Make inferences and predict what might happen.</p> <p>Text: Moon Juice (collection of poems).</p>	<p>Use the eight points of a compass, map symbols and keys to communicate knowledge of the U.K.</p>		
<p><b>As musicians: Developing Singing Technique</b> Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p>	<p><b>As Mathematicians:</b></p> <p><b>Addition and Subtraction:</b> Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations</p> <p><b>Multiplication and Division:</b> Multiplication - equal groups Use arrays Multiples of 2, 5 and 10 Sharing and grouping Multiplying and dividing by 3, 4 and 8</p>	<p><b>As Artists: Cityscape</b> List some famous artists well known for creating cityscapes. Explore city silhouettes. Replicate cityscape photos using different mediums. Develop an understanding of colour theory</p>	<p><b>As French speakers:</b> Follow simple classroom instructions Name parts of the body Name items of clothing Name colours</p>
<p><b>Key Vocabulary:</b></p>	<p>Country, county, river, sea, landmass, population, topographical, compass, mountain, hill, animation, flip book, stopframe, frame, sequence, image, onion skinning, media, import, transition, composition, melody, tempo, minim, crotchet, quaver, cityscape, Advent, Incarnation, Census, Magi, vitamin, mineral, nutrition label, balanced, skeleton, endoskeleton, exoskeleton, radius, tibia, rib cage, spine, hamstrings, biceps.</p>		

<p><b>Curriculum Drivers:</b></p>	<p><b>Curiosity:</b></p>	<p><b>Knowledge of the wider world:</b></p>	<p><b>Aspirations:</b></p>
	<p>How and why has the U.K changed? What information can different maps give us about a place?</p>	<p>What are some of the human and physical characteristics of different areas of the U.K? Identify some hill, mountains, rivers and cities in the U.K. Make links with a school in Canada - how is school there the same and how is it different?</p>	<p>What skills are needed to be a geographer? Where would I like to visit in the U.K and why?</p>