

Topic

Geography Focus

South America: The Amazon Rainforest

OVERVIEW

This term, the children will be using the context of *Geography* and the theme of *Rainforest* to practise and acquire new skills across the curriculum. The children will develop their understanding of another place in the world in which they live. As well as learning about *South America* and comparing it with *England*, children will also be encouraged to investigate and form their own opinions and ideas about issues important to the *Amazonian people* (eg. *Deforestation* and *Mutual Respect*).

In *Art*, pupils will have the opportunity to investigate different sketching skills and use of materials. Children will investigate use of colour and practise a range of application skills, building up towards producing an assessment piece at the end of the block. *Dance* and *Music* will also focus on sounds from the *Amazon*.

Highlighting Explained: Maths links Literacy links

British Values (Mutual Respect, Individual liberty- freedom of choice/ opinion, Rules and laws, democracy, understanding different faiths and beliefs)

ICT links

Daily maths:

- Soft start - number facts e.g. odd/even numbers, partitioning, times tables, place value etc.
- Bar charts - attendance comparing between classes
- Dates/time/months etc - what will the date be in three days time? End of the month?

Wood End Park Academy: Year Three

Spring Term Curriculum Overview

	<i>English</i>	<i>Science</i>	<i>History/ Geography</i>	<i>Art</i>	<i>Music</i>	<i>ICT</i>	<i>RE (values) and PSHE</i>
Displays	<p>Playscripts (Rainforest setting) display. Display will show a good example, labelled with features for children to refer to. There will also be a range of examples of playscripts on the display available for the children to read. Interactive display - children to write examples of playscripts features.</p>	<p>Helping plants grow display. This will show the different stages of plant growth, what plants need to survive.</p>	<p>Geography - Rainforest display. 3D rainforest, layers of the rainforest layered, animals of the rainforest indicated and information on climate and locations of the rainforest.</p>	<p>Rainforest collages created will be displayed. <u>Good examples to be made by class teachers in a department meeting.</u> Key vocabulary to be displayed and used. Amazing Artist skills to be listed</p>	<p>Rainforest Sound Bites</p>	<p>Comic strips E-safety</p>	<p>Different religious and other special books on display and information on each religion (Judaism, Christianity and Islam) In the Classroom PSHE work in the classrooms</p>
Trips and / or Visitors			<p>Spring 1st Half: The Living Rainforest Thursday 19th (2 classes) & Friday 20th (3 classes)</p>				

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Safety	<p>E-safety reminders when use computers and researching at home</p> <p>Stranger Danger before go out on the trip</p>						
Whole school focus	<p>Science Exhibition</p>						
Opening Minds	<p>Art and DT units will allow pupils to practise the competence of Communication Pupils will give a weather forecast.</p> <p>Indoor PE - Leadership</p>						

Core subjects

Handwriting Expectations- promoted across the curriculum

3.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

3.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u>
	<p>Handwriting Expectations</p> <p><i>Taken from rising star document for the exceeding section of the year groups handwriting.</i></p> <p>Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style.</p> <p>Pupil's writing can be easily read, is almost always consistent and pleasing in appearance.</p>			Helping Plants Grow well	Comic strips
Week 1	<p>Explanation texts</p> <p><u>Context:</u> 'How a plant grows' - by the end of week 2 children will complete a big write explaining how a plant grows.</p> <p>Editing: 3.2.c.3 Proof-read for spelling and punctuation errors</p> <p>Planning and drafting: 3.2.b.1 Plan their writing by: discussing and recording ideas.</p>	<p>LO: I can use prefixes 'anti', 'super'</p> <p>(prefixes are groups of letters that go at the beginning of a word)</p> <p><u>Super</u>market, <u>Super</u>star <u>Sub</u>heading, <u>Anti</u>social, <u>Auto</u>graph</p>	<p>Igh pattern words.</p> <p>Eg. Right Sight Bright Sigh High</p> <p>Spelling pattern with examples and spelling rule if applicable:</p> <p>e.g. Prefixes With or without associated changes</p> <p>e.g. tidy - untidy replaceable- irreplaceable</p>	<p>I can observe (sketch) different parts of the plant.</p> <p>Parts will be labeled (see Science Vocabulary)</p> <p>Chn selecting correct hyperlink on laptops to investigate plants.</p>	<p>I can show an understanding of how digital technology can be used in comic or graphic novels.</p>

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Week 2			<p>: I can use singular and plural suffixes.</p> <p><i>Examples:</i> a woman's hat the boss's wife.</p> <p>Domino - dominoes. Potato - potatoes Shelf - shelves.</p>	<p>I can explain the life cycle of a plant (label diagrams of pollination and seed dispersal)</p>	<p>I can plan my comic script.</p>
Week 3	<p>Recounts <u>Context:</u> Living rainforest trip- by the end of week 2 children will complete a big write recount of their trip to the Living Rainforest.</p> <p>Contexts for writing: 3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p> <p>Planning and drafting: 3.2.b.3 Draft and write by: organising paragraphs around a theme</p>	<p>LO: I can use the suffix 'ation' to change a verb into a noun.</p> <p>Explain that the suffix -ation is added to verbs to form nouns. Recap rules for adding suffix to a word.</p> <p>Eg. Adore (adoration) Sense (sensation) Prepare (preparation)</p>	<p>Words ending in -ed</p>	<p>I can set up a simple enquiry (how is water transported through a white petal plant?)</p> <p>Measuring, estimating, more or less</p>	<p>I can decide on where to source my images from and import them into my comic strip.</p> <p>I can clearly communicate my ideas in the best way</p>

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<p>Week 4</p>		<p>LO: I can add the suffix- ous to a word.</p> <p>Explain that when we add the suffix 'ous' to the end of a root word, the meaning changes from noun to an adjective. e.g. poison 'That bottle has poison (noun) inside'. 'The liquid inside the bottle is poisonous' (adjective)</p>	<p>-PP, -LL, -dd Eg.</p>	<p>I can conduct a fair test (what do plants need to grow, plenary post it prediction.) Ongoing experiment,</p> <p>Measure, estimate</p> <p>Key question: In which conditions does a plant grow best? Choose a factor</p>	<p>I can combine text and images to create my comic script.</p>
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<p>Week 5</p>	<p>Playscripts <u>Context:</u> 'The Kapok Tree' by the end of week 2 children will complete a big write on a play based on the Kapok Tree.</p> <p>Grammar: (stage directions) 3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause</p> <p>Speaking and listening (from the reading framework): 3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>LO: I can recognise and use homophones.</p> <p>Homophones are words that sound the same but are spelt differently.</p> <p>e.g. whose/who's peace/piece accept/except affect/effect ball/bawl heel/he'll/heal</p>	<p>Where, were, we're</p>	<p>I can use results to draw a simple conclusion (lesson 2).</p> <p>Open lesson - children to present findings from investigation.</p>	<p>I can complete my comic strip.</p>
<p>Week 6</p>	<p>3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>LO: I can use the present perfect form of verbs.</p> <p><u>Eg. Present perfect:</u> 'He has gone out to play' contrasted with <u>simple past:</u> 'he went out to play'</p>	<p>Revision.</p>	<p>Assessment lesson. I can use scientific evidence to answer key questions (different plant scenarios).</p>	<p>Safer Internet Week</p> <p>Rules and laws</p>

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Foundation subjects

	<u>Geography</u> RAINFOREST (South America)	<u>Art</u> Rainforest Collage	<u>Music</u> Rainforest sounds (part of dance lessons) Instrumental: Recorder each week	<u>RE</u> Special books Understanding Different Faiths and Beliefs	<u>PE (PPA)</u> <i>Netball</i> Rainforest Dance (Pages 221-228 of 'Primary School Dance').	<u>PSHE</u> Charities
Week 1	<p>I can locate rainforests around the world and their continents. (Refer to equator/time zones)</p> <p>I can use a hyperlink to find information.</p> <p>Time, directional language</p>	<p>I can collect visual ideas from a range of sources.</p> <p>Sorting</p>	<p>I can describe the sounds of the rainforest.</p> <p>Weblinks to hear accurate sounds of different rainforest elements.</p>	<p>I can explain the features of different religious books</p>	<p>Dance: I can explore known dance movements.</p> <p>Knowledge and understanding of fitness and health</p> <p>Pupils give reasons why warming up is important and explain why physical activity is good for their health.</p> <p><u>Netball: LO:</u></p> <p>-To understand the different netball passes. - To understand how to mark and signal.</p>	<p>I will know how to understand and recognise risk in different situations</p>

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Week 2	<p>I can describe the physical features of the Amazon.</p> <p>Measure (Temperature, altitude)</p>	<p>I can investigate painting techniques (colour washing).</p>	<p>I can combine tempo and rhythm for effect.</p> <p>Children to record with video camera and easi speak mic so that that they can review their techniques.</p>	<p>I can describe the differences between the Old Testament and the New testament (The Bible)</p> <p>Comparing texts</p>	<p>Dance: : I can improvise dance movements.</p> <p>Acquiring and developing skills</p> <p>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control</p> <p>Netball: LO:</p> <p>-To understand the rules about footwork..- To understand how to shoot in netball.</p>	<p>I will give advice to others how to manage and stay safe in a range of risky situations</p>
Week 3	<p>I can describe the human features of the amazon.</p>	<p>I can investigate sketching.</p> <p>Shape, ratio, perspective</p>	<p>I can uplevel tempo and rhythm used last week</p> <p>Children recorded with video camera and easi speak mic so that that they can review their techniques.</p>	<p>I can explain the similarities between the Old Testament and the Torah.</p>	<p>Dance: LO: I can combine movement ideas fluently.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Pupils show they understand tactics and composition by starting to vary how they respond.</p>	<p>I will explain all the academy rules on how to:</p> <p>Stay safe</p> <p>Keep healthy</p>

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					Netball: LO: I can use the 4 main passes in netball (and signalling) to shoot in netball.	
Week 4	I can compare similarities/differences between Virginia Water and the Amazon (human and physical). Table	I can investigate tactile qualities of materials and processes.	I can add own vocal sounds to accompany the instruments and dance You tube video clips and audios – to support the children with timing	I can compare two religious stories (Quran and The Bible) Comparing texts	Dance I can create and structure a motif. Selecting and applying skills, tactics and compositional ideas Pupils show they understand tactics and composition by starting to vary how they respond. Netball: LO: I can practise dodging skills to take a side line pass.	I will know basic emergency aid procedures I will know how to get help if something happens in school or out
Week 5	I can discuss how features have changed over time (in relation to current issues – deforestation). Time Individual liberty- freedom of choice/ opinion	I can design and make images.	Practise dance performance with instrumental	I understand the symbolism of special artefacts (used on different days of worship)	Dance I can compose and practise my performance. Selecting and applying skills, tactics and compositional ideas Pupils show they understand tactics and composition by starting to	I will explain how rules and laws protect us

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					<p>vary how they respond.</p> <p>I can compose a zumba dance. (zumba moves)</p> <p><u>Netball</u> LO: I can explain the positions in netball to play a full game of netball.</p>	
Week 6	<p>I can show awareness of how my choices can help with current issues effecting the rainforest.</p>	<p>I can comment on similarities and differences between my own and others work.</p> <p>Mutual respect</p>	<p>Combine music and dance</p> <p>Video camera – to record the children for evaluation purposes during plenary.</p>	<p>Writing: I can write a report about religious books and artefacts</p>	<p><u>Dance</u>: I can evaluate and improve my performance.</p> <p>Evaluating and improving performance</p> <p>Pupils identify how their work is similar to and different from others and use this understanding to improve their performance.</p> <p><u>Netball</u>: LO: I can explain the positions in netball to play a full game of netball.</p>	<p>I will know how differences can be resolved whilst respecting others' points of view</p>