

Year group: 3

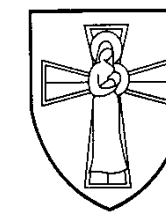
Term: Summer 2

Topic: Flow

Whose responsibility is it to keep our rivers clean?
Geography led topic

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

- River visit – Cardinham Woods

Key vocabulary: adapt, algae, aquatic, chemical, cloud, collection, condensation, course, current, degrade, deposit, drinking, erosion, evaporation, farming, fertile, flood, floodplain, flower head, gas, hail, hard rock, interlocking spurs, lake, leaf, ledge, leisure, liquid, machine, man-made, meander, mouth, nutrient, ocean, organism, oxbow lake, oxygen, plastic pollution, pollution, power, precipitation, protection, rain, rainwater, ridge, river, riverbank, river channel, root, sea, sediment, settlement, silt, sleet, snow, soft rock, source, stem, stream, Sun, trade, transport, tributary, V-shaped valley, washing, water, water cycle, waterfall, water vapour, waterwheel

RSHE objectives:

See additional Statutory Guidance Mapping from Life to the Full.

Digital literacy:

- Make judgments in order to stay safe, whilst communicating with others online.
- Recognise online behaviours that would be unfair

History objectives:

Not covered in this topic

PE objectives:

Athletics
Use running, jumping, throwing and catching in isolation and in combination.

Geography objectives:

- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Music objectives:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Art objectives:

- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record observations and use them to review and revisit ideas
- Improve mastery of art and design techniques, including sewing and weaving
- Learn about great artists, architects and designers in history

Computing objectives:

- 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;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



Opportunities for trips / visitors:

- Geography led topic
- River visit – Cardinham Woods

Whole class texts:

Flood by Alvaro F. Villa

Swallows and Amazons by Arthur Ransome

English objectives: Narrative – tragedy

Plan 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. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors

Maths objectives:

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, quarter, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles; recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step problems using information presented in scaled bar charts and pictograms and tables

Science objectives: Forces and Magnets

- Identify forces as pushes and pulls.
- Describe friction as a force that slows objects down.
- Feel the pulling force of a magnet.
- Sort materials according to whether they are magnetic or not.
- Participate in an investigation into magnet strength.
- Identify the different poles of a bar magnet.
- Use a magnetic compass with four points.
- Make a prediction.
- Construct a bar chart on labelled axes.
- Form a conclusion from their results.

RE objectives:



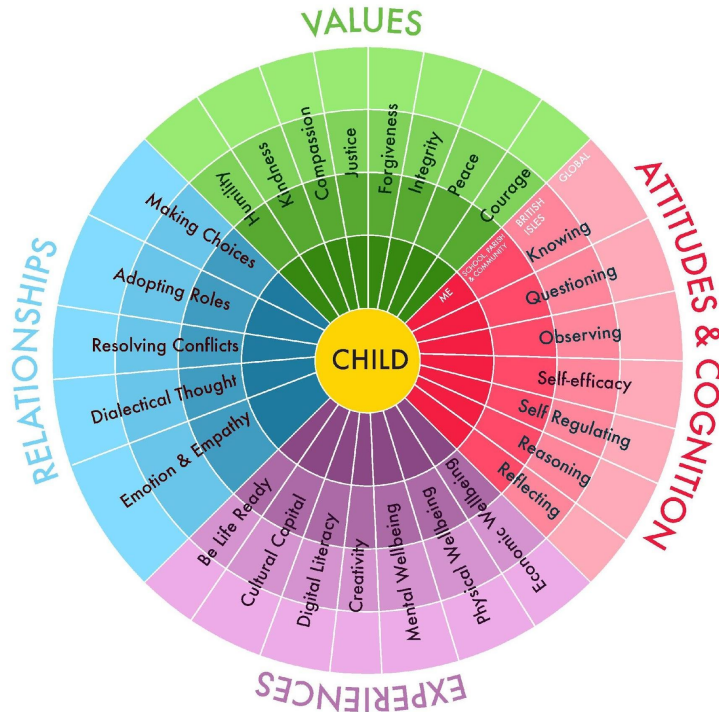
Reconciliation
Area of Study 1: Knowing and loving God, the Trinity, Jesus Christ, Son of God, the Holy Spirit.
Area of Study 2: What is the Church? One and holy, Catholic. **Area of Study 3:** Liturgy, Sacraments, Reconciliation, prayer. **Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour
Universal Church
Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God
Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission **Area of Study 3:** Prayer **Area of Study 4:** The dignity of the human person, the human community, love of God, love of neighbour

Languages objectives: French

Not covered in this topic

Design Technology objectives:

Not covered in this topic

<p>Year group: 3</p> <p>Term: Summer 2</p>	<p>Topic: Flow</p> <p>Whose responsibility is it to keep our rivers clean?</p> <p>Geography led topic</p>	<p>Kernow Cluster Topic Overview Sheet</p> <p>Skills</p>	 
<p>Links to previous topics:</p> <p>Where does snow go? – Nursery</p> <p>How many colours in a rainbow? - Nursery</p> <p>Do you want to be friends? - Reception</p> <p>Splendid skies – Year 1</p> <p>Why do pirate ships float?</p> <p>Where does the sea end and the sky begin – Year 2</p>	<p>Links to future topics:</p> <p>Misty Mountain, winding river – what makes a mountain? – Year 4</p> <p>Blue Abyss – What is under the water? – Year 4</p> <p>Frozen Kingdom – Year 6</p>		<p>Opportunities for home learning / cultural capital:</p> <p>Pre-knowledge home learning tasks</p> <p>Class trip to Cardinham Woods</p>
<p>PSHE:</p>	<p>Maths skills:</p> <p>Time: Know the number of seconds in a minute and the number of days in each month, year and leap year. Use vocab such as o'clock, am/pm, morning, afternoon, noon, midnight. Read and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Compare durations of events e.g. calculate the time taken by a particular event or task. Estimate and read time to the nearest minute, record and compare time in terms of seconds, minutes, hours and o'clock, use am and pm, morning, afternoon, noon and midnight. And 12 hour clock rotation</p> <p>Statistics: Solve one step and two step questions, e.g. How many more? How many fewer, using information contained within simple scaled pictograms, bar charts and tables e.g. 2, 5, 10 units per cm Construct graphs with simple scales of one, two, five or 10 with increasing accuracy. Collect data and record it in a simple block graph/ computer database, lists tables and charts. Answer a question by identifying the data to be collected.</p> <p>Properties of Shapes: Draw and make 3D shapes using modelling materials. Recognise 3D shapes in different orientations and describe their properties using accurate language including lengths of lines and angles. Identify, draw, make, visualise and describe properties of 3D shapes, e.g. a cone, cube, cuboid, triangular prism, triangular /square based pyramid.</p>		<p>Set homework:</p> <p>Weekly spellings</p> <p>TTRS</p> <p>Reading</p> <p>IXL</p>
<p>History skills:</p> <p>Not covered in this topic</p>	<p>PE skills:</p> <p>Athletics:</p> <p>Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps. Take part in an athletic event, e.g. a relay activity.</p> <p>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets</p>		<p>English skills: Explanation</p> <p>Adverbial phrase, precise verb, complex sentence, short sentences for effect, feelings and 'as', repetition for effect, personification, inner thought, rhetorical question, dialogue, simile, adverbs, water imagery, synonyms, one word exclamation, alliteration, inflected question and formal dialogue, sounds, noun phrase, topping and tailing – mirroring</p>
<p>Geography skills:</p> <ul style="list-style-type: none"> Carry out a small local survey, e.g. traffic, litter, land use. Identify a range of geographical features on maps. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use the 8 points of the compass to describe the location of features and routes on a map. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. 	<p>Music skills:</p> <p>Sing with increasing expression. Explore ways in which sounds can be combined and used expressively. Perform with control of pulse and awareness of what others are playing.</p> <p>Improvise repeated patterns and create layers of sounds. Recognise how musical elements are combined and used expressively. Represent sounds and musical direction with symbols to create a simple score. Talk about the impact of changes made to improve work.</p> <p>Compare and contrast sounds according to pitch. Use simple musical vocabulary to describe both sounds and the way they are produced.</p>	<p>Science skills:</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. 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. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>Languages skills:</p> <p>Not covered in this topic</p>
<p>Art skills:</p> <ul style="list-style-type: none"> Use and talk about natural and man-made materials. Draw a simple picture to represent a plan. Use a range of materials to create pictures and collage. Create a simple repeating pattern, e.g. over, under, over, under. Use a card loom 	<p>Computing skills:</p> <p>Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.</p>	<p>RE skills:</p> <p>I can make links between beliefs and sources, including religious stories and sacred texts.</p> <p>I can identify the impact religion has on believers' lives.</p> <p>I can make links between aspects of my own and others' experiences.</p> <p>I can ask important questions about religion and beliefs, I can make links between my own and others' responses.</p>	<p>Design Technology skills:</p> <p>Not covered in this topic.</p>