

Art and Design

Art: Observational Drawing
Observational drawing of Southlake and Dinton Pastures

DT: Model Boat

Design and make boats using a range of materials and discuss which materials are most suitable for making a boat

Geography

Henley – On – Thames:
Human and Physical Features
Rivers and Canals
Commercial and Leisure
Field Work

History

A local history study: Henley and its waterways

PSHE

To know how to make informed choices about health.

To be able to set personal targets.

To understand that people can experience conflicting feelings.

To understand how to manage negative pressure.

To know how to keep safe.

Year 3: Spring

Could we exist without water?

Literacy

Describing a river and writing stories that hook and engage readers.

Writing informatively about rivers that we've studied and writing like a journalist.

Maths

Count up and down in tenths

Unit and non-unit fractions

Add and subtract fractions

Add and subtract with money

Shape – right-angles, vertical and horizontal lines and pairs of perpendicular and parallel lines

Science

Animals that live in and near water

How forces and magnets work

Music

Learn to play the recorder

Computing

Record and present evaluations of different boat making materials.

Year 3 Spring: Could we exist without water?

Literacy

Writing

Planning

- ✓ Discuss writing similar to that which they are planning to write to learn from its structure, vocab and grammar.
- ✓ Record ideas to inform own compositions (i.e. in the magpie books).

Draft and Write

- ✓ Composing and rehearsing sentences orally and reflecting on vocabulary choices.
- ✓ Structure paragraphs around a theme/topic.
- ✓ Use preposition phrases and adverbials to express time and cause.
- ✓ In narratives, create and describe settings and characters and devise plots through:
- ✓ Innovating on shared vocabulary choices that suit purpose.
- ✓ Using expanded noun phrases and preposition phrases.
- ✓ Describing characters in terms of appearance and behaviour.
- ✓ Creating a beginning, middle and end.
- ✓ In non-fiction, use Standard written English.

Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.
- ✓ Reading their work aloud using intonation and voice control for clarity of meaning.

Grammar

Be able to identify and use:

- ✓ Preposition phrases.
- ✓ Adverbials.
- ✓ Coordinating and subordinating conjunctions.
- ✓ word families
- ✓ prefixes and suffixes
- ✓ phrases, clauses and subordinate clauses.
- ✓ direct speech and inverted commas.
- ✓ consonant, consonant letter vowel, vowel letter

Reading

- ✓ Identify how language and presentation contributes to meaning
- ✓ Retell some fairy tales or traditional tales orally.
- ✓ Discuss words that capture the reader's interest.
- ✓ Infer feelings, thoughts & motives of characters and link to the text using evidence.
- ✓ Read own writing aloud using appropriate intonation, tone and volume.
- ✓ Use age-appropriate dictionaries to check the meaning of words.
- ✓ Retrieve key information from non-fiction.
- ✓ Apply knowledge of root words, prefixes and suffixes to understand new words.
- ✓ Identify conventions of stories and basic themes.
- ✓ Discuss books they read and have read to them, taking turns and listening to others.
- ✓ Summarise main ideas from a paragraph.
- ✓ Discuss a wide range of fiction, poetry, plays, non-fiction (ongoing).

Key vocabulary:

Preposition, word family, prefix, clause/subordinate clause, subordinating conjunction, direct speech, present perfect tense, paragraph

Mathematics

Number and Algebra

- ✓ count up and down in **tenths**; recognise that tenths arise from dividing an object into 10 **equal parts** and in dividing one-digit numbers or quantities by 10
- ✓ recognise, find and write fractions of a discrete set of objects: **unit fractions and non-unit fractions** with small **denominators**
- ✓ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- ✓ recognise and show, using diagrams, **equivalent fractions** with small denominators
- ✓ add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- ✓ compare and order unit fractions, and fractions with the same denominators
- ✓ solve problems with all of fraction knowledge learnt in year 3
- ✓ Add and subtract amounts of money to give change, using both £ and p in practical contexts

Geometry and Measure

- ✓ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- ✓ Recognise that angles are a property of shape or a description of a turn
- ✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- ✓ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Essential Knowledge

- ✓ Use and apply multiplication and division facts for the 3, 4 and 8 multiplication tables

3 timestable	4 timestable	8 timestable
1 x 3 = 3	1 x 4 = 4	1 x 8 = 8
2 x 3 = 6	2 x 4 = 8	2 x 8 = 16
3 x 3 = 9	3 x 4 = 12	3 x 8 = 24
4 x 3 = 12	4 x 4 = 16	4 x 8 = 32
5 x 3 = 15	5 x 4 = 20	5 x 8 = 40
6 x 3 = 18	6 x 4 = 24	6 x 8 = 48
7 x 3 = 21	7 x 4 = 28	7 x 8 = 56
8 x 3 = 24	8 x 4 = 32	8 x 8 = 64
9 x 3 = 27	9 x 4 = 36	9 x 8 = 72
10 x 3 = 30	10 x 4 = 40	10 x 8 = 80
11 x 3 = 33	11 x 4 = 44	11 x 8 = 88
12 x 3 = 36	12 x 4 = 48	12 x 8 = 96

- ✓ Read and write numbers up to 1000 in **numerals (920, 921, 922...)** and in **words (nine-hundred and twenty-two)**

Key vocabulary: tenths, Equal parts, unit fractions and non-unit fractions, numerator, denominator

Year 3 Spring: Could we exist without water?

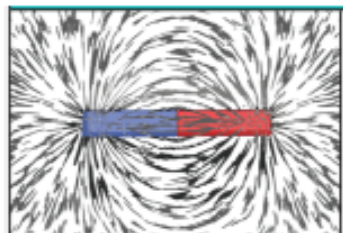
<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ identifying human and physical characteristics and land-use patterns of place in the U.K <p>Key vocabulary: commercial, leisure</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary to refer to Henley and the surrounding areas. ✓ Understand how the Geography of a river has changed over time ✓ Understand trade links <p>Key human vocabulary: canal, economic activity, trade</p> <p>Key physical vocabulary: rivers, chalk hills</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ✓ use fieldwork to observe, measure, record and present the human and physical features in the local area 	<p>Science</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ Investigate various animals that live in and around rivers and water ✓ Explore why water is a suitable habitat for these animals <p>Key vocabulary: fish, webbed, gills, fins, fresh water, salt water</p> <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> ✓ Compare how things move on different surfaces ✓ Notice that some forces need contact, but magnetic forces can act at a distance ✓ Observe how magnets attract and repel each other and predict, based on their poles, whether they will attract or repel each other ✓ Compare and group a variety of everyday materials on the basis of whether they are magnetic or not <p>Key vocabulary: forces, push, pull, friction, surface, magnetic, magnetic field, pole, north, south, attract, repel</p>	<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to ‘Messing about on the river’ by Josh McCrae. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn about the importance of practice and building confidence when learning and performing songs to an audience as part of the Year 3 / 4 performance. <p><u>Play, Sing and Create</u></p> <p>Learn to play tuned instruments musically. (recorders)</p> <p>Key vocabulary: Recorders, time signature, ¾ time, reed instruments, pitch</p>
<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Analyse photographs and maps of Henley from the past ✓ Research and create a timeline detailing the history of boats, their purpose and why they are significant to Henley <p>Key vocabulary: canals, rivers, waterways, locks, Regatta, houseboats, trawlers, steamers, destroyers, longboats, passenger ships, cargo ships, oil ships, merchant ships, vessel, flagship, ocean liner, warship, rowing boat, sailing boat</p> <p><u>Historical enquiry and forming conclusions from a variety of sources</u></p> <ul style="list-style-type: none"> ✓ Explore the usage of waterways in the past ✓ Examine why rivers and canals are still important in this modern age ✓ Debate whether rivers and canals will continue to be significant in history <p>Key vocabulary: engineer, architect, cargo, British Empire, population, industry growth, Kennet & Avon, locks, Floating Harbour, River Thames</p>	<p>Art</p> <p><u>Media:</u></p> <ul style="list-style-type: none"> ✓ Drawing <p><u>Appreciation:</u></p> <p><u>Artist:</u> Monet</p> <ul style="list-style-type: none"> ✓ To describe how a piece of art makes you feel giving reasons ✓ To create art work in the same style as an artist <p><u>Skills:</u></p> <p><u>Exploring and developing ideas:</u></p> <ul style="list-style-type: none"> ✓ To explore using pastels to add tone ✓ To draw from a view point ✓ Explore taking a line for a walk <p><u>Investigating and making art:</u></p> <ul style="list-style-type: none"> ✓ To combine images to make a new image ✓ To use a view finder to select a view <p><u>Evaluating and developing art:</u></p> <ul style="list-style-type: none"> ✓ Identify similarities and differences between own work and others ✓ To identify aspects that could be improved and suggest solutions <p>Key vocabulary: View point, view finder, images, tone, blending</p>	<p>Outdoor Learning</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Research techniques of being able to collect water ✓ Discuss which techniques we predict would be most effective ✓ Research the elements of a good boat <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Design a system of being able to collect an amount of water over a period of time, using resources and materials available ✓ Design your boat and decide which natural resource you will use to make it <p><u>Create/ Evaluate</u></p> <ul style="list-style-type: none"> ✓ Build/ create the system and use this to experiment with collecting water ✓ Observe and monitor the amount of water collected. Record measurements over time. ✓ Use natural resources to make a boat <p>Key vocabulary: water, collecting, measure, capacity, boat, float, mast</p>
<p>MFL</p> <p><u>Oracy:</u></p> <ul style="list-style-type: none"> ✓ Recognise and respond to sound patterns and words <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ✓ Make links between some phonemes, rhymes and spellings and read aloud familiar words <p><u>Intercultural understanding:</u></p> <ul style="list-style-type: none"> ✓ Make indirect or direct contact with the country/countries where the language is spoken <p>Key vocabulary: See homework Books for full list of vocabulary and translations.</p>	<p>RE</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Understand the significance of hymns to Christians ✓ Understand why hymns are used during celebrations <p><u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Understand why the story of the Last Supper is important to Christians ✓ Understand the importance of Holy Communion to Christians <p>Key vocabulary: Hymns, celebration, community, express, faith, last supper, communion</p>	<p>DT</p> <p><u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out about the materials used to make boats throughout history and today. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Propose improvements to an existing boat design. ✓ Design a boat, thinking carefully about which materials are best suited to the purpose. ✓ Label designs with specific materials and measurements. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ Make a boat using chosen materials from designs. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Test the end product on the water. Propose a way to improve it to make it more suitable for its purpose. <p>Key vocabulary: Evaluate, design, create, suitable, justify, material, measurement, effective, purpose, improve</p>
<p>PE:</p> <ul style="list-style-type: none"> ✓ Hand-Eye Coordination/Pass & Receive/Control/Striking – Hockey ✓ Catching/Passing/Target/Movement – Basketball ✓ Hand-Eye Coordination/Striking/Control – Tennis ✓ Target/Control/Strategy/Striking – Tri-Fold 	<p>Computing</p> <p><u>Information Technology – Use a range of software</u></p> <ul style="list-style-type: none"> ✓ Decide on information to be recorded ✓ Input the information in the database ✓ Evaluate information <p>Key vocabulary: Information, Recording, Standard format, Database Row, Column, Cells, Evaluate</p>	<p>PSHE</p> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> ✓ Healthy lifestyle ✓ Growing and changing ✓ Keeping safe <p>Key Vocabulary: Balance, lifestyle, choice, wellbeing, true/false, achievements</p>

Could we exist without water?

How many different canals can you see in the North of England?



Forces and magnets



Like **poles** repel.
Opposite **poles** attract.

A **magnetic field** is invisible. You can see the **magnetic field** here though. This is what happens when iron filings are placed on top of a piece of paper with a **magnet** underneath.



What are the differences between canals, rivers and ponds?



Canal

A canal is a long, man-made strip of water used for irrigation or boat access to a bigger body of water

River

A flowing, moving stream of water. Usually a river feeds water into an ocean, lake, pond, or even another river.



Pond

A pond is a small area of still, fresh water. It is different from a river or a stream because it does not have moving water

What lives in and around our canals, rivers and ponds? Does this change throughout the year?



Key Vocabulary

Canal	Canals are waterways that are built by people and used for shipping, travel, and irrigation.
Trade	Buying and selling goods and services.
Population	All the inhabitants of a particular place.
Cargo	Goods and produce carried on a ship, aircraft or motor vehicle.
Engineer	A person who designs, builds, or maintains engines, machines, or structures.
Friction	A force that acts between two surfaces or objects that are moving or trying to move, across each other.
Magnetic	Objects which are attracted to a magnet are magnetic. Objects containing iron, nickel or cobalt metals are magnetic.
Repel	To push back or away by a force, as one body acting upon another (opposed to attract): The north pole of one magnet will repel the north pole of another.
Forces	Pushes or pulls.