



**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

**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.

**PSHE**

To understand what makes a healthy relationship.  
To understand how to work in a team and conflict resolution.  
To understand about taking risks.  
To know how to keep safe.

**Year 3: Spring**  
**How has water shaped our world?**

**Music**

Learn to play the recorder

**Computing**

Record and present evaluations of different boat making materials.

**Maths**

Multiplying and dividing 2-digit numbers by a 1-digit number  
Measure the length of objects  
Calculate perimeter of 2D shapes  
Order and compare fractions  
Find equivalent fractions  
Measure mass, capacity and volume

**Science**

Animals that live in and near water  
How forces and magnets work

## Year 3 Spring: How has water shaped our world?

### 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

### Maths

#### Number – Multiplication and Division

- ✓ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- ✓ Write and calculate mathematical statement for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods
- ✓ Solve problems that involve multiplication and division

**Key vocabulary:** place value (hundreds, tens and ones), estimate, inverse, commutative, equal parts, share, groups, lots of, estimate

#### Measurement – Length and Perimeter

- ✓ Measure, compare, add and subtract lengths (m/ cm/ mm)
- ✓ Measure perimeter of simple 2-D shapes

**Key vocabulary:** m, cm, mm, length, measure, perimeter

#### Fractions

- ✓ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- ✓ Compare and order unit fractions, and fractions with the same denominator
- ✓ Recognise and show, using diagrams, equivalent fractions with small denominators

**Key vocabulary:** fraction, order, compare, equivalent, numerator, denominator, greater than, less than, third, quarter, fifth, equal parts

#### Measurement – Mass and Capacity

- ✓ Measure, compare, add and subtract mass (kg, g) and volume/ capacity (l/ml)

**Key vocabulary:** kg, g, litres, ml, compare, measure, equal to, difference

## Year 3 Spring: How has water shaped our world?

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

# How has water shaped our world?

How many different uses for canals can you think of?



fishing

recreation



transport



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 different water habitats can you identify?



Coral reef

Deep ocean



Mangrove swamp



Key Vocabulary

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

Forces and magnets



friction

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



upthrust

