


Where in the World would you find a Dragon?	Derry Hill C of E Primary School	Year 3: Term 4: Spring 2024	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
Geography <i>(Field work and grid references)</i> 	Map Atlas Globes (the world's countries including Russia) Digital mapping Computer mapping Countries North North East East South South East West South West North West Measure Record Plan Graph Scale Digital technology United Kingdom Compass Key Grid	<p><u>Key Knowledge:</u></p> <p>The children will learn that there are 8 points on a compass not only 4.</p> <p>They will know the names of all 8 points on a compass and the direction in which these point.</p> <p>The children will learn the difference between a map, an atlas and a globe and how to use them to find countries/specific areas.</p> <p>They will know what a key is and how to identify aspects of a map.</p> <p>The will recognise and be able to describe in detail a map of the United Kingdom, including its countries, capital cities, landmarks, rivers and surrounding seas.</p> <p><u>Key Skills:</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Lesson 1:</u></p> <p><u>LI: identify different countries on a world map</u></p> <p>We will look at different world maps including using atlases and globes.</p> <p>We will identify where the UK is on a world map and other countries around the world.</p> <p><u>Lesson 2:</u></p> <p><u>LI: Recognise and use points of a compass</u></p> <p>Discuss what the four main points of the compass are (North, South, East, West) and explore how each quarter turn will result in facing a new point.</p> <p>Children will be introduced to the intercardinal points and explore these on a compass.</p> <p>We will explore these further by following directions using the different compass points.</p> <p><u>Lesson 3:</u></p> <p><u>LI: Identify our local area on a map of the UK</u></p>

Use fieldwork to observe, measure, record and present the human and physical features in the local area.

Use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom.

We will explore a map of the UK and use compass knowledge to identify England, Scotland, Wales and NI.

We will focus on finding our region, county, town and village and place these on a map.

Lesson 4 :

LI: Use and draw sketch maps

We will look at examples of different sketch maps of the UK and our local area. Children will see what they can identify and what clues there are to help us.

We will identify landmarks around our school and find where North is. We will use these things to help us draw our own sketch maps of the school grounds.

Lesson 5:


LI: Use a key on a map to show how land is used

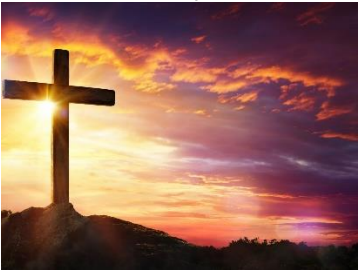
We will look at the importance of using a key on a map and how colours and symbols are used to identify areas and landmarks.

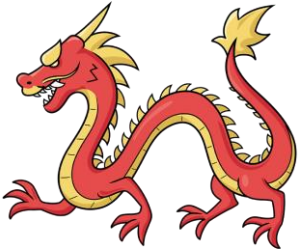
We will add keys to our sketch maps to improve them.

Lesson 6:

LI: create a simple map of our village using a key

			<p>We will take a walk around Derry Hill village and identify different landmarks we see (e.g school, shop, bus stops, post boxes etc.)</p> <p>We will use our skills of drawing maps to create a simple map of the village, using a key to help us.</p>
<p>Science (Animals including Humans)</p> 	<p>Survive Food Protection shelter exercise movement nutrition balanced diet nutrients carbohydrates protein fat roughage (fibre) water dairy fruits vegetables meat skeleton bones protect support move muscles joints ribs</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> - Record results in a table/chart. - Identify what humans need to survive - Compare and contrast the skeletons of different animals - Plan an investigation and record data <p>Key Knowledge:</p> <ul style="list-style-type: none"> - Know that humans need food, water, shelter, warmth to survive - Know the difference between a vertebrate and invertebrate <p>Know that muscles make our limbs move</p>	<p>LI: identify the important things that need to be considered in order to survive</p> <p>Lesson 1: Consider what we will need to survive if we were stranded on a desert island. What should be the priority for our body?</p> <p>LI: identify the similarities and differences between skeletons and explore their functions</p> <p>Lesson 2: Explore the skeletons of different animals and discuss the similarities and differences between them. Explain what all skeletons have and the function of key bones (skull, ribs etc). Discuss the difference between vertebrate and invertebrate and discover how invertebrate creatures protect themselves.</p> <p>LI: identify different muscles in our body and what they do</p> <p>Lesson 3: Discuss how muscles make our limbs move in certain ways. Explore how our muscles work through physical exercises.</p> <p>LI: plan a pattern-seeking investigation related to the human body</p>

	heart skull brain backbone spine spinal column vertebrate invertebrate tendons pull		<p>Lesson 4: Explore and discuss what makes a good athlete. Consider the differences between fast and slow animals. Plan an investigation to see if there is a pattern between our bodies and how well we can perform some activities.</p> <p>LI: draw conclusions based on data gathered in an investigation</p> <p>Lesson 5: Use the correct form of measure to record results from an investigation in a table. Use data collected to form a conclusion from the investigation.</p>
<p>Re <i>Why do Christians call the day Jesus dies 'Good Friday'?</i></p> 	Easter Forgiveness Jesus God Good Friday Crucifixion Salvation Bible Palm Sunday Maundy Thursday Christianity Christians religion	<p>Key Knowledge: Know that Christians believed that Jesus' death was part of God's plan.</p> <p>Know the sequence of the Easter story and why each part is important.</p> <p>Know what communion is and why it is important to Christians.</p> <p>Key Skills: Sequence the Easter story.</p> <p>Explain the importance of the Easter story to Christians.</p>	<p>Lesson 1: <u>Engagement</u> We will listen to a story where somebody saves the day. We will act out scenarios where something may go wrong and somebody helps to save the day (e.g missing lunchbox)</p> <p>Lesson 2: <u>LI: understand the importance of wine and bread to the Easter story</u> We will listen to the Easter story up to the Last Supper and explore the importance of wine and bread and what this symbolises to Christians.</p> <p>Lesson 3: <u>LI: Sequence key events up to Jesus' crucifixion</u> We will listen to the next part of the Easter story up to Jesus' crucifixion. We will explore different symbols that are significant to the story and identify</p>

			<p>what happened on Palm Sunday, Maunday Thursday etc.</p> <p><u>Lesson 4:</u> <u>LI: Explore how Jesus' death was part of God's plan</u> We will explore the importance of communion to Christians and explore how Jesus' death was part of God's plan to show people they can be forgiven and start afresh.</p> <p><u>Lesson 5</u> <u>LI: understand what was 'good' about Good Friday</u> We will evaluate our learning and discuss the following questions. Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them?</p>
<p>Art</p> 	<p>Sketch Artist Shading Shades Colours texture</p>	<p><u>Key knowledge:</u> Know that shade is different to colour.</p> <p>Know the hot and cold colours on a colour wheel.</p> <p><u>Key skills:</u> Identify hot and cold colours on a colour chart.</p> <p>Sketch with a pencil to show light and dark lines.</p> <p>Manipulate clay into different shapes.</p> <p>Use tools to carve details into clay.</p>	<p><u>Lesson 1</u> <u>LI: identify hot and cold colours</u> Explore different hot and cold colours in various shades. We will decide which would be best for dragons with different abilities/qualities.</p> <p><u>Lesson 2:</u> <u>LI: sketch a dragon</u> We will follow a guide to sketch a picture of a dragon based on different images.</p> <p><u>Lesson 3:</u> <u>LI: Use watercolours to paint dragons</u></p>

			<p>We will explore hot and cold colours further to paint images of dragons of our own designs.</p> <p><u>Lesson 4:</u> <u>LI: create dragon eggs from clay</u> We will manipulate clay into egg shapes and carve details into them using different tools.</p> <p><u>Lesson 5:</u> <u>LI: add colour to dragon eggs using paint</u> We will add colour to our dragon eggs using paint to bring out the details in our designs.</p>
<p>PSHE <i>Health and Healthy Lifestyle</i></p>	<p>Mental Physical Health Similarities Differences Emotional Wellbeing medicine</p>		<p><u>Lesson 1:</u> <u>LI: understand that mental wellbeing is as important as physical health</u> We will discuss how we can damage and look after our bodies and consider the meaning of physical, mental and emotional health.</p> <p><u>Lesson 2:</u> <u>LI: Develop strategies for managing and controlling strong feelings and emotions</u> The children will rotate around different stations to explore physical, emotional and mental wellbeing. We will discuss strategies to help us improve our wellbeing in all three areas.</p> <p><u>Lesson 3:</u> <u>LI: Understand why setting goals is important</u></p>

		<p>We will recap the meaning of physical, emotional and mental wellbeing. We will set our own goals to improve our health in these areas.</p> <p><u>Lesson 4:</u> <u>LI: understand the meaning of the word 'healthy'</u> Children will consider ways that we can keep healthy and group these e.g exercise/healthy eating etc.</p> <p><u>Lesson 5:</u> <u>LI: Know the risks associated with an inactive lifestyle</u> We will discuss and complete a chart to consider how much physical activity we achieve each day and feedback to questions such as 'what effects can exercise have on our bodies?'</p> <p><u>Lesson 6:</u> <u>LI: consider our choices to lead a healthy lifestyle</u> The children will consider our learning from the term and choose independently what options would help them to lead a healthy lifestyle (physical, emotional & mental).</p>
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