


<p>Where in the World would you find a Dragon?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 3: Term 5: Summer 2026</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Geography (Field work and grid references)</p> 	<p>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>	<p>Key Knowledge:</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>They 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>Key Skills: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Lesson 1: LI: identify different countries on a world map We will look at different world maps including using atlases and globes. We will identify where the UK is on a world map and other countries around the world.</p> <p>Lesson 2: LI: Recognise and use points of a compass 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. Children will be introduced to the intercardinal points and explore these on a compass. We will explore these further by following directions using the different compass points.</p> <p>Lesson 3: LI: Identify our local area on a map of the UK</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:

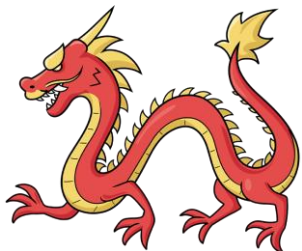
LI: create a simple map of our village using a key

			<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 style="text-align: center;">Science (Animals including Humans)</p>  <p style="text-align: center;"><small>©DESIGNALIKIE</small></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 heart</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 - Know that muscles make our limbs move 	<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>

	skull brain backbone spine spinal column vertebrate invertebrate tendons pull		<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> <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 <u><i>Hinduism</i></u> <i>Would visiting the River Ganges feel special to a non-Hindu?</i></p>	Hinduism Religion Hindu Belief Pilgrim Pilgrimage River Ganges	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> - Pilgrimage is a journey to a place of significance - Hindus believe that Brahman is everything everywhere - The river Ganges is in India <p><u>Key Skills:</u> Consider the pilgrimage to river Ganges in the prospective of Hindu people.</p>	<p>Lesson 1: <u>Engagement</u> We will explore the importance of water. What do we use water for? Is it important? Why? We will make a class collage to signify the importance of water.</p> <p><u>Lesson 2:</u> <u>LI: understand the importance of the River Ganges to Hindus</u></p>



Art



Sketch
Artist
Shading
Shades
Colours
texture

Key knowledge:

Know that shade is different to colour.

Know the hot and cold colours on a colour wheel.

Key skills:

Identify hot and cold colours on a colour chart.

We will explore where the River Ganges is and research facts about the river.
We will explore why it is important to Hindus and what a pilgrim is.

Lesson 3:

LI: understand the significance of the River Ganges both for a Hindu and non-Hindu.

We will recap on our learning on Brahman from earlier in the year and explore how Hindus believe that Brahman is water (a life source) which helps them be good people.
We will use holiday brochures to India and consider why non-Hindus would also make the trip.

Lesson 4:

LI: understand the significance of the River Ganges both for a Hindu and non-Hindu.

We will discuss our learning on the pilgrimage to the River Ganges and write 2 postcards from the view of a Hindu and non-Hindu to explain a visit from their prospective.

Lesson 1


LI: identify hot and cold colours


Explore different hot and cold colours in various shades.

We will decide which would be best for dragons with different abilities/qualities.

Lesson 2:

LI: sketch a dragon

		<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>We will follow a guide to sketch a picture of a dragon based on different images.</p> <p>Lesson 3: LI: Use watercolours to paint dragons We will explore hot and cold colours further to paint images of dragons of our own designs.</p> <p>Lesson 4: LI: create dragon eggs from clay We will manipulate clay into egg shapes and carve details into them using different tools.</p> <p>Lesson 5: LI: add colour to dragon eggs using paint We will add colour to our dragon eggs using paint to bring out the details in our designs.</p>
<p>Spanish Classroom Objects</p> 	<p>una regla una goma una botella de agua un lápiz un bolígrafo un cuaderno un estuche tengo no tengo ¿Tienes...? ¿Qué tienes...? en mi mochila y pero</p>	<ul style="list-style-type: none"> • Match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action. • Name the seven classroom items in Spanish, usually remembering which article, un or una, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun. • Speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a 	<p>Lesson 1: The children will recognise and respond to spoken classroom instructions in Spanish</p> <p>Lesson 2: The children will name school bag objects and say whether they are masculine or feminine nouns</p> <p>Lesson 3: The children will describe how a noun phrase changes in the plural form when describing classroom objects</p> <p>Lesson 4:</p>

		<p>number in Spanish to quantify and adding an 's' at the end of the noun.</p> <ul style="list-style-type: none"> • Answer a question in Spanish using the negative, No tengo... – I do not have..., followed by a classroom item. • Read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success. 	<p>The children will construct a phrase using the negative - no tengo – I do not have</p> <p>Lesson 5: The children will read and interpret sentences featuring the conjunctions y and pero</p> <p>Lesson 6: The children will compose a piece of writing describing what is in their school bag</p>
<p>PSHE Health and Healthy Lifestyle</p> 	<p>Mental Physical Health Similarities Differences Emotional Wellbeing medicine</p>		<p>Lesson 1: <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>Lesson 2: <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>Lesson 3: <u>LI: Understand why setting goals is important</u> We will recap the meaning of physical, emotional and mental wellbeing. We</p>

			<p>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>
<p>Computing Document Editing</p>	<p>Word processor Find and replace Format/formatting Text wrapping Bullet points Keyboard Shortcuts</p>	<p><u>Key Knowledge:</u> - Know how to copy and paste text and images - Know how to find and replace words - Know how to format text for a purpose - Know how to edit images inside documents - Know how to add bullet points to make lists - Know how experiment with keyboard shortcuts</p>	<p>The children will learn to copy and paste text in Word and Pages (iPad). They will find and replace text and use this skill to replace words in a poem for better ones. The children will change the appearance of a text by looking at colours and fonts and will be able to add images to a document and format it</p>

