**Year Group:3**

| **History**  **As historians we want to know and remember…**  **Knowledge:**  Who the first man in space was.  Why there was a Space Race.  The countries involved in the Space Race.  The country that won the space race.  Who the first man on the Moon was.  The date and year of the Moon Landing.  The name of the spacecraft that landed on the Moon (The Eagle).  The impact the Moon Landing had on future exploration into space/space missions.  **Vocabulary:Space, Earth, Moon, astronaut, space shuttle, The Eagle, Space Race.**  **We want to practice how to (do)**  **Skills**  Develop knowledge of chronology of the Space Race.  Use a range of source materials (books/internet) to investigate the Space Race.  Develop research skills using different source materials.  **Use a range of source materials to ….**  Remember key facts  Gain an insight as to what the experiences of astronauts in space were. | **Geography**  **As geographers we want to know and remember…**  **Knowledge:** Know and identify the 4 countries and capital cities that make up the UK.  Identify/name the main rivers and seas in and around the UK.  Name and locate areas of high ground in the UK.  Understand the importance of the Prime Meridian/Greenwich meantime to the history of London.  **Vocabulary:** United Kingdom, England, Scotland, Wales Northern Ireland, destination, coastline, countryside, seas, landmarks, land use, mountains, hills, Equator, latitude, longitude, Tropics of Cancer/Capricorn.  **We want to practice how to (do)**  **Skills**  Use maps, atlases, globes and digital/computer mapping to locate features.  Identify our local area on a map and use Google maps to explore the local area/ landmarks.  Identify human and physical characteristics in and around the UK e.g.mountains, cities, river, coasts, land use patterns.  Identify lines of latitude, longitude, the Equator, Tropics of Cancer/Capricorn using map/globes/digital mapping.  Use an atlas , globe , Google Earth. | **Art and Design**  **As artists we**  **Knowledge and skills**    **Vocabulary -** |
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| **Music**  **As musicians we want to know and remember**  **Knowledge**  **Vocabulary**  **We want to practice how to (do)**  **Skills**  **Play tuned instruments (ukulele and glockenspiel) and follow notation.**  **Learn and perform songs** | **Topic: Space**  **Question driver: Where does Space begin?...**  **How would you survive in Space?**  **Project\ purpose: Build a spacecraft for an Eggstronaut.**  **Can you design, build and test a spacecraft that will land without harming the Eggstronaut?** | **PE**  **As sports people we want to know and remember**  **Knowledge**   * **Tri -golf Unit**   **Vocabulary**  **We want to practice how to (do)**  **Skills** |
| **PSHCE**  **Celebrating Difference**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge -** How our communities are made up of different people, religions etc.  Odd socks - All different , all equal celebrating diversity. Understanding disability.  Understand what bullying is , why some people are bullied and how it is not acceptable.  **Vocabulary**  Difference, diversity, equality, religion , faith  **We want to practice how to (do)**  **Skills** Express our feelings in an emotionally intelligent way, Talk about and understand differences. Find out about different beliefs and practices. | **RE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge- to learn what Diwali means to Hindus, to understand what advent and Christmas means to Christians, to know the story of Jesus’s birth**  **Vocabulary - diwali, hindus, worship, diva lamps, lights, advent, countdown, wreath, candles, The Nativity Story**  **Skills- learn about reflect on and respect other religions**  **Respond thoughtfully**  **Show Understanding**  **Discuss ideas**  **Present ideas through writing, art , poetry et.** | **Design and Technology Aut 2**  **As designers\ engineers\ carpenters etc.. we want to know and remember**  **Knowledge- to know how to make an object move using a pneumatic system**  **Vocabulary- air, travels, pressure, pneumatic system, design, test, make, evaluate**  **We want to practice how to (do)**  **Skills: make a pneumatic system to use to make a moving monster/alien**  **Design, test, plan, make, evaluate,** |
| **ICT**  **As digital citizens we want to know and remember:**  **Knowledge and skills:  *log in to an email account, open emails, create and send appropriate replies****; attach different files to emails, open and save attachments; create and share a collaborative document;* ***to work effectively with others****;* ***understand the need to keep personal information and passwords private****;*  ***understand the need for certain rules of conduct and that some online communication tools have age restricted access****,*  **We want to: send emails to each other and attach files, work effectively with others, behave appropriately, be respectful online**  **Vocabulary: communication, email, message, send, apps, filtered, appropriate, recipient, cc, bcc, check before you click, subject, attachments, attach, data, storage** | **MFL - French**  **In French lessons, we will be taken beyond Whitley Bay and learn about the wider world. geography and culture of France. Knowledge:**  **To understand simple commands To say their name and ask others their name using ‘et toi?’ To say what somebody else's name is.**  **To say and understand numbers 0-12 and beyond**  **To understand and use names for classroom objects and furniture**  **Begin to understand le, la and les, mon, ma and mes.**  **We want to practice how to greet each other, introduce ourselves and ask and say how we are, count to 12 and beyond and know names for classroom objects, speaking with accurate pronunciation.**  **Vocabulary: Il s’appelle, Elle s’appelle, Oui/non, Un, deux, trois, quatre, cinq, six, sept, huit, neuf, onze, douze, Regardez, Ecoutez, Marchez, Arretez, Tournez. Levez-vous, Asseyez-vous, Touchez, Ecrivez, Frappez, Tombez par terre, Trouvez, Montrez-moi Qu’est-ce que c’est? Qu’est-ce qu’il y a dans ma trousse/mon sac a dos?**  **Il y a un/une… un crayon, un stylo, une gomme, un taille-crayon, une regle, une trousse, une calculatrice, une calculette, un livre, un cahier, un baton du colle, des feutres, des ciseaux, un compass Tu as…? Oui, j’ai… Non, je n’ai pas de.. Voila! Dans la salle de classe il y a…**  **La porte, la fenetre, le tableau blanc, la table, le tapis, la poubelle, la chaise, l’ordinateur, le professeur, les eleves** |  |
| **Maths**  **As mathematicians in our community and the wider world we will learn about numbers and the value of each digit. When calculating we will add and subtract 1s and 10s to/from 3-digit numbers, add and subtract 3-digit and 2-digit numbers, We will learn when to exchange 1s, 10s and 100s. We will add and subtract using mental and written methods . We will practise mental recall of multiplication facts for 2, 3, 5 and 10 times tables and begin to learn the division facts.**  **To learn about length in measure:**  **Compare different lengths.**  **Understand mm, cm, m**  **To convert measures to a standard unit in calculations (eg cm to m )**  **To understand and work out perimeter**  **Vocabulary place value, position, digit, thousands, hundreds, tens, ones, greater than, less than, addition, subtraction, plus, take away, minus, total, mental method, number bonds, written method, exchange, column method, inverse, times, multiplied by, lots of, groups of,**  **Units of measure, metre, centimetre, milimetre,** | **Science- Space**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge:**  **What is in the Solar System?**  **The planets in the Solar System and their position/features.**  **Where Earth is in the Solar System.**  **The light source in the Solar System.**  **How the Moon appears to change during the month (moon phases).**  **How the Moon affects life here on Earth (tides).**  **Why the Moon’s surface is covered in craters.**  **Why sound does not travel through space?**  **What stars actually are.**  **How astronauts travel and survive in space.**  **Vocabulary:space, solar system, planets, stars, sun, moon, earth, astronaut, meteorite, asteroid, orbit.**  **We want to practice how to (do)**  **Skills**  **Identify the planets within the solar system.**  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  Describe the movement of the Moon relative to the Earth.  Describe the Sun, Earth and Moon as approximately spherical bodies.  Use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.  Describe the moon phases.  Describe differences in gravity on Earth/Moon.  Explain why sound can not travel in space/living things can not breathe. | **Literacy**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge We will learn about the structure and features of non-chronolgical reports and write about ‘a day in the life of an alien’. We will read and interpret exemplar texts, then plan and innovate our own versions. We will learn spelling patterns and use the in our writing. We will practise handwriting skills to write with joined strokes.**  **Vocabulary non-chronological report, fictional writing, headings, subheadings,**  **We want to practice how to (do)earn how to write a non-chronolgical report and a write about ‘a day in the life of an alien’. We will learn spelling patterns and use the in our writing. We will practise handwriting skills to write with joined strokes.**  **Skills: write in full sentences using punctuation correctly and adding detail and interesting, relevant vocabulary**  **Reading: Develop both our decoding and reading for comprehension skills through:**  **Inference**  **Understanding characters**  **Prediction**  **Making notes**  **Reading and responding to questions about a text.** |
| **We will involve our families in our learning by -** Using the online platform of Seesaw and our school website. Regular communication and homework.  Yellow reading record books form part of the dialogue, conversations in person/phone call. | | |
| **The strategies to support our most vulnerable learners are - T, TA and peer support** Homework clubs (Blossom club) , targeted work in lessons, Support with uniform, book bags, visits, water bottles when needed. Contacting parents / carers in alternative ways to Seesaw. | | |