

Theme Overview

Year	3	Term	Summer 2
Theme	Rivers	Big Question	Where does water go?
<p>Focus of unit and scope of unit: This unit looks at the River Derwent building further on children’s local geography understanding. It follows the river course from source to mouth and where the river ends at the Humber estuary which the children will visit in Year 5. The unit encourages the children to think about the importance of habitats such as the river estuary and the plant life cycle including pollination. The children used mixed media and IT to create a water collage using the style of Jule Shackson.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>Children learn about the importance of our estuaries for wildlife and the part they can play in looking after them. They learn to give positive feedback to a peer on their art work. The children work together in groups on science investigations and geography fieldwork to support their learning.</p>	<p>The children design their own investigation about plants, they act out the pollination process and learn to use IT tools in a creative way. They use colour, tone and mixed media to represent their idea of water.</p>	<p>Children learn to evaluate and reflect on their own artwork. The use data and information to draw conclusions about the River Derwent. The investigate scientific questions such as Do plants need soil? Through investigations and observations</p>	<p>The children learn about the importance of looking after the environment and specific habitats. They learn to give feedback respectfully. They use collective decision making to decide in a science investigation in groups.</p>
Big Start		Big Finish	Experience
<p>Mapping Journey of a River in photographs – sharing of the River book.</p>		<p>Art Gallery and Estuary Posters – parents invited in – children are Geography experts</p>	<p>Derwent River Walk</p>

Geography

Year 3	Term - Rivers	
Sequence of Learning	Previous Learning	Next Steps in Learning
	From KS1 children will have begun to use labels to name features such as beach and river. They will have studied the 5 main contents and oceans. Children will build on their knowledge and identify towns and start to identify rivers across the world.	In Year 4 children will extend their knowledge of features to include mountains. They will begin to use more detailed maps to identify features and start to recognise counties and famous landmarks
Knowledge and Skills	Locational Knowledge	Place Knowledge Human and Physical Knowledge
	<p><i>Know, name and locate the main countries and at least six cities in the UK: London, Cardiff, Belfast, Edinburgh, Derby, Birmingham</i></p> <p><i>Know, name and locate the world oceans and continents .</i></p> <p><i>Name and locate many of the world's most famous rivers: Thames, Nile, Amazon, Danube, Mississippi, Ganges</i></p>	<p><u><i>Rivers - focus on the Derwent - Trent - Humber - North Sea</i></u></p> <p><i>Know how the physical features of a river change from source to mouth and as it flows from higher to lower ground.</i></p> <p><i>Know typical features of river estuaries and explain why they are important places for wildlife.</i></p> <p><i>Know the stages of the hydrological /water cycle and explain the important role that rivers play in it.</i></p> <p><i>Know the importance rivers play in settlements/ cities and human geography.</i></p>
	Mapwork	Fieldwork
	<p><i>Geographical skills and fieldwork</i></p> <p><i>Know how to use the eight points of a compass to locate a feature or place on a map.</i></p> <p><i>To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</i></p>	<p><i>Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs and digital technologies.</i></p> <p><i>Answer questions using simple data presented in pictograms and tables.</i></p> <p><i>Construct bar graphs and tables to present data with support.</i></p>
Vocabulary	<p>Estuary - An estuary is an area where a freshwater river or stream meets the ocean.</p> <p>Mouth A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean.</p> <p>Source The source of a river is where it begins, usually on high ground. meander A meander is a winding curve or bend in a river.</p> <p>Tributary When one stream or river meets another and merge together, the smaller stream or river is known as a tributary.</p>	<p>Bank – side of the river</p> <p>Meander – bend or a curve in the river</p> <p>Upstream</p> <p>Downstream</p> <p style="text-align: center;">Continent</p>

Science

Year 3	Summer Term 2: Plants		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously looked at the main parts of a plant. They have grown plants and should know that plants need water to grow.</p> <p>Children have carried out simple scaffolded investigations and draw and said what they have found out.</p>		<p>As the children move through the school. They will learn about the parts of a flowering plant in more detail and understand how plants reproduce (Y5).</p> <p>They will begin to draw conclusions more independently and find ways of explaining their findings.</p>
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	Presenting Evidence and Drawing Conclusions
	<ul style="list-style-type: none"> I can ask questions and I recognise that there are different types of enquiries. I can set up a simple practical enquiry and I am beginning to understand how to make a test fair. I make suggestions about what observations and measurements to make and what equipment I need 	<ul style="list-style-type: none"> I am beginning to make systematic and careful observations. I sometimes use standard units. With help, I can use information sources provided to find things out. I gather data and using a pre-prepared table, I can record data. I record my findings using a drawing and/or words. 	<ul style="list-style-type: none"> I present my data in a variety of ways using e.g. Venn diagrams, bar charts, simple scatter graphs and keys. I can use my results when I talk about what happened and am starting to link to my scientific knowledge I am beginning to recognise if I have an unusual result and begin to offer suggestions as to why this was.
	Substantive Knowledge		Famous Scientists
	<p>Plants</p> <ul style="list-style-type: none"> Know the function of different parts of flowering plants and trees. Know what different plants need to help them survive. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers. 		
Vocabulary	<p>Root: helps anchor the plant into the soil. Takes up water and nutrients.</p> <p>Stem: holds the plant upright and supports the leaves. Contains tubes that allow water to travel from the roots to the rest of the plant.</p> <p>Flower: the part of the plant where seeds are made.</p> <p>Leaves: catch sunlight and use this to make food.</p>	<p>Veins: tubes in the leaf that carry water and food.</p> <p>Germinate: when a seed starts to grow and produce a root and shoot.</p> <p>Seed dispersal</p>	<p>Pollen: dust-like powder made in the stamen of a flower.</p> <p>Pollination: moving the pollen from the stamen of one flower to the stigma of another.</p> <p>Petal: part of the flower which attracts insects – often brightly coloured.</p>

Art and Design

Year 3	Summer Term			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>In KS1 children have explored different colours and textures and used paper to build collages.</p> <p>They have started to comment on whether they like an artist's piece of work and what they like and dislike.</p>		<p>Children will become more confident in discussing the elements of art including the use of colour, tone texture and line.</p> <p>They will use their sketchbooks to develop ideas and refine them. They will comment on artists' work on how it makes them feel and the techniques they use.</p>	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <p>Being an artist</p> <ul style="list-style-type: none"> Know how to use IT to create art which includes my own work and that of others. 	<p>Knowing and applying techniques</p> <p>Collage – Water Collage/ IT/ Mixed Media</p> <ul style="list-style-type: none"> Use colour and a range of materials to represent an idea. <p>Use layering and mixed media including IT to create an image.</p>		<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Colour: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>Texture: Analyse and describe texture within artists' work.</p> <p>Use a variety of tones to create different effects.</p>
	Work of Artists - Appreciation		Work of Artists - Art History	
	<p>Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...")</p> <ul style="list-style-type: none"> Know how to identify the techniques used by different artists. 		<ul style="list-style-type: none"> Julie Shackson – Water Collage http://www.julieshackson.com/mixed-media-collage.html 	
Vocabulary	Mixed media	Layering		
	Collage	Texture		