**SEAFORD PRIMARY SCHOOL**

Year 3 Term 5

Topic Title- **Postcard from the Caribbean.**

**History**

Significant people-

Great events -

**Geography –**

Location and Place Knowledge

♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America

**Human and Physical Knowledge**

♣ human geography, including: economic activity including trade links

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers,

Geographical Skills

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Science Plants and Habitats.**

**Knowledge**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Recognise that living things (plants and animals) can be grouped in a variety of ways

Working Scientifically

- asking relevant questions and using different types of scientific enquiry to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities and changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their finding

**English**

**Text/Genres**

Postcard from the Caribbean

*Texts by Mary Seacole*

Stories in other cultures

Diaries/letters

Poetry

**Writing Opportunities**

Note taking - information on Caribbean countries

**Maths (opportunities for maths links)**

Measures –Length.

Turns and angles

Right angles in shapes

Compare angles

Draw accurately

Horizontal and vertical

**Computing**

E-Safety

An e-safety lesson appropriate for your class

Coding: Sound and music - Rock band

To create a project in Scratch

To change the backdrop in a Project

To add sound to a sprite

To change the sound of a sprite

To change a sprite's costume

| | | |
|---|---|---|
| Biography of Mary Seacole<br>River poem | | To create an animation with sound |

**Design Technology** Levers and linkages (moving picture)

**Investigate**
to generate ideas for an item, considering its purpose and the user/s
to identify a purpose and establish criteria for a successful product.

**Design and Make**
to plan the order of their work before starting
to explore, develop and communicate design proposals by modelling ideas
to make drawings with labels when designing
to select tools and techniques for making their product
measure, mark out, cut, score and assemble components with more accuracy

**Evaluation**
to evaluate their product against original design criteria e.g. *how well it meets its intended purpose*

**Art and Design**
Knowledge
Explore the work of some artists, craftspeople, architects and designers and discuss what they like.
Learn and explore different ways art is made and transfer these tools and techniques to their own work.

**3-D Skills**
Design and construct in 3d using a range of materials.
Caribbean plants and flowers.
Join recycled, natural and manmade materials with increasing confidence using glue, tape and slotting.
Caribbean plants and flowers.
Understand how to finish and present work to a good standard. Peer assessment.

**P.E**
Our indoor P.E. over term 5 and 6 term will include gymnastics and dance.
During outdoor games we will be learning racquet and ball skills, striking and fielding games and, in readiness for sports day, athletics.

Skilfulness
To move, stop and remain still with balance and clarity of movement and shape.
To repeat simple combinations of skills and actions showing coordination and changes in direction and speed.
To use a range of skills that make use of equipment with basic consistency and accuracy.

Condition, Health and Well-being
To be able to use their own and others' ideas for movement, tactics and compositions.
To describe how they feel after exercise.
To know the importance of physical activity, diet and sleep to make them feel good and well.

Decision Making
To come up with their own ideas for warming up and practising.
To be able to identify skills, actions and parts of sequences that are good quality.

**PSHE-Rekationships**

I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females

I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener

I know and can use some strategies for keeping myself safe online

I can explain how some of the actions and work of people around the world help and influence my life

I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

I know how to express my appreciation to my friends and family

**R.E.**
**The Individual, Family and Community**
Compare Jewish and Christian marriage
Pupils compare how Christians, Jewish people or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussion or in writing
Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview
Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the wellbeing of all

**Music**
**Pitch**

Create textures by combining sounds in different ways.

Create music that describes contrasting moods/emotions.

**French**
We will revise basic feelings vocabulary (happy and sad) and use them in a simple sentence structure. This will link with our other new area of learning which will be to ask "How are you?" and be able to respond with a positive or negative answer. We will then move on to learning more numbers and the months of the year so that we can learn to talk about our birthdays.

**Super Start-Mystery visitor-who can this be?**
**Mystic Middle-Visit from National Trust about looking after Cuckmere River**
**Epic End-Caribbean Cafe**
**Links to careers- National Trust-wat jobs are carried out to sustatin the Cuckmere river? How does this compare with the Black River**