

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### Understanding English, Communication & Languages

To learn to tell the story of Peter Pan

To write a story set in an imaginary world

To write a wide range of poems about rivers that show the power of imagery.

Reading and comprehension skills

To use Euro Stars to learn French speaking and listening, reading and writing.

Raconye-moi une histoire!, Vive le sport!,

### Historical, Geographical and Social Understanding

To compare and contrast the geographical features of an Island to Stanford.

To recognise physical and human features on an Island.

To use atlases and locate places on a map.

### Religious Education

How do Christians follow Jesus?

How, where and why do people worship?

### Understanding Physical Development, Health & Well-being.

To plan, perform and evaluate gymnastics routines.

To create a Peter Pan shadow dance

To learn the skills of netball

To develop running skills through the Golden Mile.

#### PSHE

Say no to bullying (SEAL)

Keeping myself safe

### Island Adventure

Year 3, Autumn Term 2018

Bluebell Class



Wow Moment: Trip to Cutty Sark - £15.00 approx

#### Outcomes:

1. Create a comparison presentation between village and Island life to share with year 2
2. Create an imaginary world story about a desert island, to read to class 1.
3. Take part in the Christmas performance - share to parents.

### Understanding the Arts

#### Music

Three little birds - listening, performing, composing

To learn songs for the Christmas Play

#### Art

To weave to make tartan patterns

To learn about Charles Rennie MacIntosh

### Mathematical Understanding

To use the Mastery approach to teach place value, addition, subtraction, multiplication and division.

### Scientific and Technological Understanding

#### Science

##### Plants

Identify the functions of different parts of flowering plants.

Investigate the way in which water is transported within plants.

##### Light

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find patterns in the way that the size of shadows change

##### DT

Design, plan, make and evaluate a lighthouse design using an electrical system

##### ICT

To use Espresso for coding.

To use Purple mash for online safety