



## Geography

Knowledge	Skills
<p>To locate the world's countries, focussing on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To name and locate counties and cities of the United Kingdom.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p>	<p>Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe including Russia.</b></p> <p><b>Study some pictures</b> of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm.</p> <p><b>Make reasoned judgements</b> about where the pictures are taken and <b>defend</b> e.g. a mountain top may be in France because there is a large mountain range there.</p> <p><b>Match key landmarks to the country</b> and <b>make suggestions</b> as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p><b>Study</b> pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and <b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p><b>Study</b> pictures of the localities in the past and in the present and <b>ask</b> 'How has it changed?'</p> <p><b>Draw pictures</b> to show how places are different and write comparatively to show the difference. <b>Express own views</b> about a place, people and environment.</p> <p><b>Give detailed reasons</b> to support own likes, dislikes and preferences.</p> <p><b>Study maps to make assumptions</b> about the different areas of Europe and the UK e.g. using map keys to identify mountainous areas, urban areas.</p>

## Year 3 Spring The UK



<p><b>Hook/Celebration</b></p> <p>Motor Museum Trip</p>
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<p><b>Whole School Events</b></p> <p>Wellbeing week</p> <p>STEM week</p> <p>RE day</p>
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<p><b>Stand Alone Subjects</b></p> <p><b>French (Twinkl)</b></p> <p>food glorious food/ family and friends</p> <p><b>Computing (Warwickshire)</b></p> <p>Collect data and add to a data base</p> <p>Use keyboard commands including spellchecker</p> <p>Evaluate and share work online.</p> <p>Make a branching data base</p> <p><b>PE (Twinkl)</b></p> <p>Gymnastics/ net and wall tennis</p> <p><b>Music (Charanga)</b></p> <p>Three little birds (Charanga)</p> <p><b>RE (SACRE)</b></p> <p>What is 'God' to different religions?</p> <p>Why are festivals important to different religions?</p> <p><b>PSHE (Jigsaw)</b></p> <p>Being Me in my World &amp; Celebrating Difference/ Protective Behaviours</p>
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<p><b>Key Texts</b></p> <p>The Iron Man</p> <p>The Tin Forest</p> <p>Oliver and the Seawigs</p>
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Art & Design	
Knowledge	Skills
<p><b>To improve their design techniques, including drawing, painting and sculpture with a range of materials.</b></p> <p><b>To improve their mastery of art.</b></p> <p><b>To learn about great artists, architects and designers in history:</b></p>	<p><b>Painting</b> – Experiment with monochromatic paint scale – tint, shade, tone.</p> <p>Begin to explore complementary colours. Experiment different textures and effects such as blocking in colour, washes, thickened paint to create textual effects. Mixing colours and range of wet and dry media – such as PVA, sand, salt, sawdust</p> <p><b>Printing</b> – Water based printing. Use of sketch book to plan colour ideas and collect source materials. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.</p> <p>Use relevant examples of work to reflect and consider to inform their own creative decision making.</p>

Design & Technology	
Knowledge	Skills
<p>Select from and use a wider range of tools and equipment to perform practical tasks</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Create a range of 3D models using different materials considering purpose and users.</p> <p>Identify a purpose and establish criteria for a successful product and plan beforehand.</p> <p>Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.</p> <p>Healthy food making- Food group types and healthy dishes</p> <p>With moderate supervision begin to use the claw grip to cut harder foods using a serrated vegetable knife. E.g. carrot</p> <p>With moderate supervision begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife. E.g. onion .</p> <p>With moderate supervision use a masher to mash hot food to a fairly smooth texture.</p>