

Y3 Summer Severn and Corve



THEME: Rivers

Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself RSE Y4 - 6 programme (including transition)
- Crucial crew for Y6
- Plan/run a stall at the summer fair (budgeting/profit/ loss)

In our exploration of faith we will:

- Consider what a Christian means by loving your neighbour (Y4 unit) friendship; forgiveness; enemies; racial harmony (rq3).
- Explore a multi-faith study of loving your neighbour
- GOSPEL (UC): What would Jesus do? (2b.5)

PE:

- Outdoor and adventurous activity
- Swimming
- Striking and fielding games
- Athletics

(Dance - Smetana - Vltava - journey of the river in dance)

As linguists we will explore the French language through:

- Beach scene - (unit16)
- The Four friends (unit 5)
- 1 - 60 numbers
- General conversation (name, age, address, how are you)

As historians we will:

Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

As geographers we will:

- Use local and U.K. maps - 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.
- Consider water in the world (unit 11)
- Investigate rivers (unit 14)
- Consider settlements and land use by rivers
- 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.

As designers we will focus on:

- Building bridges
- Thomas Farnolls Pritchard as the designer of the Ironbridge.

As artists we will focus on:

- Textiles to portray the water cycle or journey of a river (unit 5c).

As musicians we will:

- Paint with sound for the story of a river (unit 13)
- Explore Water music - through Vltava by Smetana; Debussy's 'La Mer' and Handel's Water Music

As experts in computing we will:

- Evaluate information, check plausibility when using the internet.
- Revisit internet safety: respectfully and responsibly; use technology safely and recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Be architects and build on our London trip visit to galleries.
- Be bloggers and create a blog based on our school year

As scientists we will focus on:

All Living Things:

- Habitats - branching databases
- Water cycle - evaporation - changing states - solids, liquids, gases. (investigate the effect of salt on ice)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Investigate the conditions of evaporation: heat, wind; Investigate surface area for evaporation)
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Forces

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Does the length of the lever effect the amount of force required? Does the length of string effect the pulley?)

Literacy:

As appropriate for pupil progress - see expectations for year group.

- Water poetry
- Information/explanation text - journey of the river
- Adventurous 'Lost on the River Amazon' story - flashback.
- Persuasive writing

Numeracy:

As appropriate for pupil progress - see expectations for year group.

- Data to compare and contrast from rivers around the world.

