

Rivers – Year 3 (6 then 6)

Session	National Curriculum objective Children are to learn about:	Activity.
1&2 6-7.1.20	<u>Geography</u> Name and locate the world's seven continents and five oceans use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	KWL Children to locate the 7 continents and the 5 major oceans. Look at seas around UK and label in different colour
3 13.1.20	<u>Geography</u> Identify where countries are within the UK and the key topographical features use the eight points of a compass to build their knowledge of the United Kingdom Explain about weather conditions / patterns around the UK	Children to label the 4 countries of the UK and use more detailed map to find capital city and add this onto labelled map. Compass points used in discussion to describe where each country is in relation Discuss weather patterns around the UK and why it's colder the further N you go
4 14.1.20	<u>Geography</u> name and locate cities of the United Kingdom Know location of: capital cities of countries of U.K and seas around U.K. Know how the locality is set within a wider geographical context	Look at different big cities around UK and where they are on a map. Use Google maps to zoom in and out. Mark location on UK map using atlases. Discuss rivers found in/near each city briefly Discuss the location of where we live – in a town in the North East region
5 20.1.20	<u>Geography</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Children to learn about Middlesbrough pre industrial revolution and make a timeline of key events in Middlesbrough's history.
6 21.1.20	<u>Geography</u> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Explain about key natural resources e.g. water in the locality	Children to learn about the role the River Tees played in the development of Middlesbrough. Children to write a report on the importance of the River Tees.
7&8 27- 28.1.20	<u>Geography</u> 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)	Children to learn about important rivers worldwide and make a leaflet to advertise a river cruise on one river.

Rivers – Year 3 (6 then 6)

	<p>Communicate findings in ways appropriate to the task or for the audience</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
<p>9&10</p> <p>3-4.2.20</p>	<p><u>Art & Design</u></p> <p>Explore shading, using different media</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Art – pointillism. Design and shade (1st lesson) and paint (2nd lesson) a river scene using pointillism</p> <p>Discuss Georges Seurat and his work on pointillism. Discuss that one picture uses warm tones and the other uses cool tones so they need to choose the one they like.</p>
Half term		
11	<p><u>Geography</u></p> <p>describe and understand key aspects of: ♣ physical geography, including: rivers</p>	<p>Children to learn parts of a river and act out different parts. Then DT create river’s journey with card and tissue paper to make 3D model in small groups and label</p>
12	<p><u>Geography</u></p> <p>describe and understand key aspects of: ♣ physical geography, including: rivers</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary meander, floodplain, location, industry, transport, port, water cycle etc</p> <p><u>Art & Design</u></p> <p>He/she is able to create a collage using overlapping and layering</p>	<p>Children to learn and label the journey of a river: source to estuary (continue from yesterday’s lesson) ensuring that they include source, meander, floodplain, oxbow lake, mouth, waterfall, tributary, main channel)</p>
13	<p><u>DT</u></p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p> <p>Investigate and analyse their own ideas and products, considering a wide range of factors.</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors.</p> <p><u>Art & Design</u></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p>	<p>DT – design bridge</p>
14	<p><u>DT</u></p>	<p>DT – make bridge</p>

Rivers – Year 3 (6 then 6)

	<p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p> <p>Safely measure, mark out, cut assemble and join with some accuracy.</p> <p>Strengthen frames using diagonal struts.</p> <p><u>Art & Design</u></p> <p>Begin to articulate how he/she might improve their work using technical terms and reasons</p>	
15	<p><u>Geography</u></p> <p>describe and understand key aspects of: ♣ physical geography, including: water cycle</p> <p>Identify the stages of the water cycle.</p> <p>Know how rivers erode, transport and deposit materials.</p>	<p>Children to create a labelled diagram of the water cycle. Chn to go in groups to science room with TA, boil water, watch it condense, fall and accumulate.</p> <p>(The story of water book)</p>
16	<p><u>Geography</u></p> <p>key topographical features (including hills, mountains, coasts and rivers),</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>ask and respond to geographical questions</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - rivers, transportation, soil, port, harbour</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, erosion, deposition</p>	<p>Coasts – erosion and deposition</p> <p>Why do you think the coast is eroding?</p> <p>What could happen to it?</p>
17	<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>River pollution – cause and effect, different opinions</p>
18	<p>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers</p>	<p>River glossary - Pics and definitions</p>
19	<p>RE WEEK – WK 5</p>	
20	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>	<p>Trip</p>
21		<p>Knowledge organiser/KWL</p>

Rivers – Year 3 (6 then 6)

	Science, R.E and computing- see <u>separate plan.</u>	
Music	<p>To know what a round is and experience singing and playing in a round.</p> <p>To know their voice is an instrument.</p> <p>To begin to experience performing solo.</p> <p>To experience singing/playing in an ensemble, and listen to others in their group to ensure they are in time/tune.</p> <p>To know and follow the simple instructions given by a conductor.</p> <p>To listen to others when performing.</p> <p>To sing and play from memory with confidence.</p> <p>To sing back a short melody that is played to them correctly.</p> <p>To repeat a rhythm that is played to them.</p> <p>To begin to understand how music is recorded.</p>	River features song (throughout topic)
Music	<p>To know some simple Italian music phrases, piano (soft) forte (loud) Crescendo (gradually getting louder) Diminuendo (gradually getting softer).</p> <p>To know that music is recorded using specific symbols.</p> <p>To know that the length of the sound changes the way the symbol looks, e.g. a crotchet is worth one beat, a minim is worth 2 beats.</p> <p>To know and use the terms quaver, crotchet, minim, semibreve.</p> <p>To know music is written on a stave.</p> <p>To read and clap a given rhythm.</p> <p>To write their own rhythm using the correct musical notation.</p>	Written music session – hold up vocab cards with 4 Italian phrases in whilst singing a song for them to follow. Clap beats looking at crotchets, minims etc. Read music on a stave and clap the rhythm. Write own rhythm on stave using symbols and share with partner for them to play. Use instrument to play after writing own
Music		
French	To be able to identify the colours.	Children to observe the French names of the colours and interpret which colours they think they are. Children to indicate certain objects in the room and explain what colour they are.
	To be able to learn the names of the body parts.	Children to watch, memorise and perform heads, shoulders, knees and toes in French.
	To be able to use and understand simple greetings.	To observe a simple conversation between two French individuals and watching the body language interpreting what they have said. Children to mimic this to one another.

Rivers – Year 3 (6 then 6)

	To be able to discuss certain clothes and outfits.	Children to listen to and observe the different names for items of clothing and to design their own outfits for a model and label the items accordingly.
	To be able to discuss pets in the home.	Children to recognise each animal's name in French and understand how to correctly pronounce and spell. Children to answer questions in relation to pets in the home. How old are they? What colour are they?