



Year 3 Cross Curricular Yearly Plan



Writing genres to be included across all aspects of work: Descriptive Writing; Narratives; Non-Chronological Reports; Diaries; Persuasive Speeches; Persuasive Adverts; Alternative Endings; Play Scripts; Biographies; Poetry; Recounts; Instructions.

Texts studied: The Green Ship; Krindlekrax; Ug; Wolves; Gregory Cool; Madtail, Miniwhale and other shape poems; The Sun is Laughing; Firebird; The Iron Man.

Topic Headings	Science	Computing	History	Geography	R.E.	Art & Design	D.T.	Music	P.E.	RE/RSE/HE/PHMW/PSHE
<p>Autumn 1</p> <p>Our Local Area</p> <p>H /G AF</p>		<p>3.1 We are programmers (programming animation)</p>	<p>A study of an aspect of history of a site dating from a period beyond 1066 that is significant to the locality – The School and Roehampton in the Victorian period. Use a range of sources to identify how schools have changed since Roehampton Church School was built in 1828 & 1835 – different buildings (Victorian period 1837-1901). Suggest why changes occurred. Ask questions about life for a child living in Roehampton in the Victorian Period (1837-1901). Describe how life for a child has changed. Use a range of sources to identify how Roehampton has changed since the Victorian period and suggest reasons why.</p>	<p>A study of the human and physical geography of the local area – Roehampton. Begin to ask and initiate geographical questions and the places studied. Make a map of a short route experienced with features in the correct order. Make a simple scale drawing using squared paper (a shape or a simple tree made from shapes). Know why a key in maps is needed. Use standard symbols in a key. Begin to draw a sketch map from a high view point. Identify features on an aerial photograph. Use larger scale maps, atlases, globes and digital/computer mapping to locate places: London, Roehampton. Begin to identify points on a map. Use 4 compass points to follow and give directions. Use letter/number co-ordinates to locate features on a map. Begin to collect and record evidence (rainfall in Roehampton). Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p>	<p>What is the Bible's big story and what does it reveal about having faith in God? Say how Daniel showed his faith in Daniel and the lion's den. Say what faith means to me.</p>	<p>Use scrap books to record observations and use them to review and revisit ideas. Look at different buildings from around the world and discuss how they all started with an idea and sketches from different designers and architects. Learn about Stephen Wiltshire and how his passion for drawing buildings was his form of communicating with the community due to his disability.</p> <p>Learn about Howell Killick Partridge and Amis (HKPA) Architects and designers for The Roehampton estate post war. Look at the architects drawing of Albrook House (in the local area). Use photographs of other buildings in the area and create a line drawing in the style of an architect. Produce line drawings of local area buildings using line techniques (no shading). Talk about Norma Merrick Sklarek who was the first African American Woman to pass her licence exam to become an architect. Know she was known as 'The Rosa Parks of Architecture' and why.</p>		<p>Wandsworth Music Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres. Learn how to lead choirs as well as sing in harmony. Learn how to read the music and their part of the stave. Perform in a concert.</p> <p>Sing confidently as a group. Sing in parts/harmony. Read music from the Stave. Learn 6 songs for mass performance. Follow signals of the conductor.</p>	<p>Multi-skills (Chelsea) Demonstrate spatial awareness. Demonstrate ball familiarisation and bouncing skills. Travel with a ball. Demonstrate sending skills. Demonstrate receiving skills. Throw and catch.</p> <p>Circuit training (Teacher) To travel in a variety of ways. Change the direction, level or speed of travel. Use a range of ball control skills. Control movements using balance and coordination. To use a range of movement skills in a circuit of activities. To adapt and improve performance in a circuit of activities.</p>	<p>PSHE: Rules Understand my rights and responsibilities in the school. Understand what other rules are needed within the school.</p> <p>RE: Bullying Explain what bullying is.</p> <p>HE/PH&MW: Mental Wellbeing Identify a set of emotions that all humans experience in relation to different experiences and situations. Recognise and talk about emotions and judge if the feelings experienced are appropriate and proportionate. Identify self-care techniques to help deal with anger and anxiety.</p>

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<p>Autumn 2</p> <p>Crocodiles</p> <p>Sc/DT AF</p>	<p>Animals, including humans Identify that animals, including humans, need the right types and amount of nutrition. Gather, record and present findings in a bar chart.</p> <p>Use results to draw simple conclusions, suggest improvements and raise further questions.</p> <p>Identify the five food groups and the proportions of each needed to create a healthy, balanced diet. Identify and classify the five food groups when creating a balanced meal.</p> <p>Investigate which foods different animals eat. Classify and present information in a variety of ways to help in answering questions.</p> <p>Identify that humans and some other animals have skeletons by investigating skeleton types. Classify animals as vertebrates and invertebrates.</p> <p>Find out how the skeleton supports and protects the body and investigate how some invertebrates are supported. Report on findings from oral or written explanations, displays or presentations of results and conclusions. I can use relevant scientific language when doing so.</p> <p>Say how muscles work in pairs to allow movement and maintain posture. Gather, record, classify and present data in a scatter grap to help in answering questions. Use straightforward scientific evidence to answer questions or to support my findings-pattern seeking enquiry.</p>	<p>3.2 We are bug fixers (finding and correcting bugs)</p>			<p>Jesus' new Commandment and the 2 greatest Commandments Say what the 2 Greatest Commandments and the New Commandment are. say what it might look like for a Christian to demonstrate one of Jesus's Greatest Commandments, Love the Lord your God with all your heart.</p> <p>How do Advent and Epiphany show us what Christmas is really about? Say what some of the candles represent on the Advent Wreath. Say what guides people to help or give at Christmas time.</p>		<p>Look at a range of different types of puppets and analyse them against how well they have been made, materials used, whether they work, how they have been made, are they fit for purpose. Begin to understand by whom, when and where products were designed. Learn about some puppet designers and their particular preference for style of puppets and why. Discuss types of puppets that could be made to best suit characters in Krindlekrax. Design own glove puppet against set design criteria. Create a plan which shows labelled sketch, order, equipment needed and tools required. Describe the purpose of the product. Understand that a 3D textile structure can be made from 2 identical fabric shapes. Explain how product will work. Make puppets by choosing appropriate tools, equipment and materials. Work through plan in order. Use a needle and thread for a running stitch to join fabric together to create a glove puppet.</p>	<p>Christmas production</p> <p>Wandsworth Music Take part in Wandsworth Schools Singing project that is happening in schools across the borough. Focus on songs with different themes and genres. Learn how to lead choirs as well as sing in harmony. Learn how to read the music and their part of the stave. Perform in a concert.</p> <p>Sing confidently as a group. Sing in parts/harmony. Read music from the Stave. Learn 6 songs for mass performance. Follow signals of the conductor.</p>	<p>Netball (Chelsea) Pass a ball over a short distance with control, pace and accuracy. Pivot with control and balance within the rules of the game. Shoot with accuracy and by using the correct technique. Improve agility, balance, coordination and speed of feet. Pass a ball to people on my team and ensure my footwork is used within the laws of the game. Accurately pass the ball and then run towards a target whilst dodging obstacles and find space to run into.</p> <p>Gym – Movement (Teacher) Perform a range of jumps accurately. Perform a forward roll from standing and a tucked backward roll. Perform a squat onto a bench/vault. Perform lunge into handstand and a cartwheel. Link movements together by performing a chassis step, straight jump half turn and cat leap. Create and perform a gymnastics sequence with a partner.</p>	<p>RE: Respectful relationships Understand the meaning of being tolerant and respectful. Know the importance of respecting others even when they are very different or make different choices or have different preferences or beliefs. Identify practical steps they can take in a range of different contexts to improve or support respectful relationships. Understand how someone being intolerant towards you might make you feel relationships. Know what a stereotype is and how stereotypes can be unfair, negative or destructive. Know the importance of self-respect and how it links to their own happiness. Know that in school and in wider society they can expect to be treated with respect by others and in turn they should show others respect. Know that it is common courtesy to show respect to those in positions of authority. Show that they understand the term tolerance and respect. Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

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<p>Spring 1</p> <p>Rocks and the Stone Age</p> <p>A/H AF</p>	<p>Rocks Identify rocks and begin to recognise and compare their appearance and physical properties. Ask relevant questions. Make systematic and careful observations. Compare the physical properties of rocks by testing them. Set up a simple comparative enquiry and ensure that it is a fair test. Use results to draw simple conclusions. Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter. Make careful observations using simple equipment. Carry out tests to show differences in soils. Record my findings using drawings/labelled diagrams. Predict which soil is best for growing. Use results to draw simple conclusions.</p>	<p>3.3 We are presenters (videoing performance)</p>	<p>Changes in Britain from the Stone Age to the Iron Age Understand British history is divided up into periods with different characteristics and place the Stone Age and Iron Age on a time line. Understand that Stone Age people led a hunter-gatherer lifestyle and that Iron Age people began to settle and farm. Describe the changes in life style from Stone Age to Iron Age. Understand that Stone Age people have left artefacts behind (stone circles and stone tools). Understand that Iron Age people used metal technology to make tools. Compare tools in the Stone Age and Iron Age and say what they are used for and how they are different. Possible trip: Chertsey Museum – Stone Age OR Prehistoric Workshop OR Bronze and Iron Age OR Iron Age Hill Fort at St Ann’s Hill (or they come to the school)</p> <p>The British Museum – Ancient Britain – Life in Prehistoric Britain</p> <p>Museum of London – Hands on Prehistory</p>		<p>How did belief in God affect the actions of people from the Old Testament Summarise some of the stories we have been learning about (Solomon, Jonah, Daniel, David & Goliath, Ruth, Moses, Abraham) and say what a Christian can learn from them. Identify something the characters in the stories felt were important and how this impacted on the way they acted in the story.</p>	<p>Look at the cave paintings from Lascaux cave in France, Maugura cave in Bulgaria and Altamira caves in Spain. Use and experiment with tea staining and the use of charcoal and chalk. Use charcoal and chalk effectively to create own design. Recreate own cave paintings using tea staining, charcoal and chalk.</p>	<p>Explore how Levers can help lift rocks. Know what levers are. Make a simple lever and demonstrate how the Stone Age people might have used them to move rocks. https://www.youtube.com/watch?v=lueqE0lxLyc</p>	<p>Wandsworth Music Start to learn the ukulele. Learn about pitch and rhythm and playing as an ensemble. Learn about the orchestra and some famous classical composers and compositions. Learn to play along with recordings. Develop in ensemble playing.</p> <p>Sing confidently as a group. Demonstrate facility in playing a melodic instrument. Play and perform melodies following staff notation using a small range. Follow signals of the conductor. Use dot notation to show higher or lower pitch. Identify the stave, lines and spaces, and clef. Read a limited number of pitches from the stave. Identify and define crotchets, minims & paired quavers. Apply word chants to rhythms. Define tempo and identify various tempi Fast (allegro), slow (adagio) & dynamics Loud (forte), Quiet (piano) Copy and perform step-wise melodic phrases with accuracy and at vary tempi. Dictate melodic phrases using dot notation (C-D-E/do-re-mi)</p>	<p>Football (Chelsea) Keep control of the ball while travelling. Pass and receive the ball accurately. Tackle and keep possession of the ball. Shoot at a target. Play as part of a team.</p> <p>Swimming (Teacher) Back up unit Gym - Shape</p>	<p>HE/PH&MW: Physical health and fitness Understand the importance of exercise. Understand what is involved in good exercise (5 aspects) and how exercise helps with our mental health.</p> <p>HE/PH&MW: Healthy eating Understand the effects on our bodies of an unbalanced/poor diet and the risks that come with it. Know the importance of the heart on our body. Understand how to keep our bodies safe when exercising</p> <p>RE: Bullying Understand what it means to be a witness.</p>

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<p>Spring 2</p> <p>The Caribbean</p> <p>Sc/G AF</p>	<p>Plants 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, light, 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			<p>A study of a region within South America – Trinidad and Tobago. Locate on the world map Trinidad and Tobago and the wider Caribbean. Understand the physical geography (volcanoes, earthquakes, natural resources, trade links, rivers, climate) and human geography in terms of its population of Trinidad and Tobago and make simple comparisons to the UK. Begin to ask and initiate geographical questions and the places studied. Use larger scale maps, atlases, globes and digital/computer mapping to locate places: Trinidad and Tobago. Begin to identify points on a map. Use 4 compass points to follow and give directions. Use letter/number co-ordinates to locate features on a map. Begin to match boundaries (find same boundary of a country on a different scale map.) Analyse evidence and begin to draw conclusions between 2 locations. Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information. Possible trip: The Natural History Museum – Emergency, Earthquakes and Volcanoes show</p>	<p>What can we learn from wisdom? Talk about a Proverb and what it might mean and explain how I might use the wisdom to act in certain ways in my own life. Identify some wisdom I have already gained in my life and say where I have gained this wisdom from.</p> <p>Easter people – who is the most important person in the Easter story? Talk about how the actions and responses of Peter and Judas are the same and different in the Easter story. Talk about a time when someone in my life betrayed or denied me and how it made me feel and respond/act.</p>		<p>Cooking and Nutrition: Make some simple Caribbean foods e.g. tropical smoothies, rice dishes. Carefully select food ingredients that would work together to make the smoothies and rice dishes. Use equipment safely (blender) to make smoothies. Understand making food look attractive is important and why. Discuss ways to make smoothies and rice dishes look attractive by adding a whole fruit or garnishing. Think about how to grow plants to use in cooking particularly ones that can be used for garnish e.g. mint, parsley. Begin to understand food comes from the UK and the wider world. Grow in confidence using the following techniques: peeling, chopping, slicing, grating. Identify typical products grown in the Caribbean. Look at a farming calendar for fruits and vegetables in the Caribbean and discuss the different fruits that grow there and why.</p>	<p>Wandsworth Music Start to learn the ukulele. Learn about pitch and rhythm and playing as an ensemble. Learn about the orchestra and some famous classical composers and compositions. Learn to play along with recordings. Develop in ensemble playing.</p> <p>Sing confidently as a group. Demonstrate facility in playing a melodic instrument. Play and perform melodies following staff notation using a small range. Follow signals of the conductor. Use dot notation to show higher or lower pitch. Identify the stave, lines and spaces, and clef. Read a limited number of pitches from the stave. Identify and define crotchets, minims & paired quavers. Apply word chants to rhythms. Define tempo and identify various tempi Fast (allegro), slow (adagio) & dynamics Loud (forte), Quiet (piano) Copy and perform step-wise melodic phrases with accuracy and at vary tempi. Dictate melodic phrases using dot notation (C-D-E/do-re-mi)</p>	<p>Rugby (Chelsea) Evade and tag opponents. Evade opponents while keeping control of the rugby ball. Pass the ball accurately and receive the ball safely. Pass the ball accurately and receive the ball safely while on the move. Pass the ball accurately and receive the ball safely in a game situation. Apply learned skills in a game of tag rugby.</p> <p>Swimming (Teacher) Back up unit Dance – Extreme Earth</p>	<p>RSE: Human Life Cycle Know where babies come from. Know babies grow in the womb and how they get their food. Know where babies come from (watching DVD)</p> <p>PSHE: Financial Education – Consider saving, spending and budgeting in known contexts. To understand that individuals and families may need or choose to spend their money in different ways. Know about different ways to gain money including earning it through work. Be aware of other people's lifestyles and beliefs. Know how money can make things different for other people here and in other countries.</p>

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<p>Summer 1</p> <p>Let there be Light!</p> <p>Sc/A AF</p>	<p>Light</p> <p>Explain that I need light to see things, and that dark is the absence of light.</p> <p>I can classify sources of light. I can ask relevant questions about our topic.</p> <p>Investigate which surfaces reflect light.</p> <p>Use results to draw conclusions. Report on findings from enquiries.</p> <p>Use a mirror to reflect light and explain how mirrors work.</p> <p>Understand that light from the sun can be Investigate why shadows are formed and if all objects create shadows.</p> <p>Use results to draw simple conclusions. Make predictions for new values and predict if other objects will create shadows.</p> <p>Find patterns when investigating how shadows change size.</p> <p>Make systematic and careful observations and take accurate measurements using standard units. I can identify changes in shadows.</p> <p>Investigate how the size of shadows change throughout the day.</p> <p>Record findings by taking accurate measurements using standard units. Present data in a variety of ways using tables and bar charts.</p> <p>Possible visitors: Sphere Science – Light (workshops that come to school)</p>	<p>3.5 We are communicators (communicating safely on the internet)</p>			<p>What is Buddhism? Describe what a Buddhist might learn from one of the following stories: Siddharta and the swan; The Monkey King; The Kings Elephant.</p> <p>Say how the values in the stories we have learnt influence how people behave.</p>	<p>Learn about Louis Comfort Tiffany and his design of Tiffany lamps. Understand Tiffany lamps use a copper foil technique instead of lead which is used in stained glass windows.</p> <p>Understanding practices and techniques used.</p> <p>Create and paint a stained-glass hanging decoration, picture or glass night light holder to experience painting glass. Create a Tiffany style 2D lamp shade on transparent acetate using rolled tin foil to recreate the copper foil technique.</p> <p>Learn about Dale Chihuly and his blown glass designs. Understand the practices and techniques needed for blown glass.</p> <p>Compare ideas, methods and approaches of Tiffany and Chihuly designs and say what they like and dislike and why.</p> <p>Learn how to create 'tone' with pencil using light and shade. Practice using tone and shade with pencil. Select an object to draw with pencil that shows tone, light and shade eg; glass pot or vase – observational drawing.</p>		TBC	<p>Athletics (Chelsea)</p> <p>Practise existing running, jumping and throwing skills. Sprint effectively. Run with fluency over hurdles. Jump for distance. Develop and refine different throwing techniques. Learn different push techniques.</p> <p>Swimming (Teacher)</p> <p>Back up unit Circuit Training</p>	<p>HE/PH&MW:</p> <p>Healthy eating</p> <p>Identify what an unhealthy lifestyle might consist of for a child. Identify an unhealthy lunchbox from a healthy one.</p> <p>RE: Bullying</p> <p>Know ways in which a witness could help stop bullying</p> <p>HE/PH&MW:</p> <p>Physical health and fitness</p> <p>Understand that using excessive technology (gaming and tablets) can contribute to an unhealthy lifestyle both physically and mentally. Share their learning through their own composed song.</p>

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<p>Summer 2</p> <p>The Iron Man</p> <p>Sc/DT AF</p>	<p>Forces and Magnets Explore what forces are and notice that some forces need contact between two objects.</p> <p>Compare how different things move and group them.</p> <p>Compare how things move on different surfaces.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</p> <p>Know that magnets have two poles and that they can attract or repel each other.</p> <p>Make systematic and careful observations. L</p> <p>Look for patterns in the way that magnets behave in relation to each other and what might affect this (e.g., the strength of the magnet or which pole faces another).</p> <p>Compare and group a variety of every day materials on the basis of whether they are attracted to a magnet.</p> <p>Gather and record data to find answers to questions.</p> <p>Sort materials into those that are magnetic and those that are not.</p> <p>Investigate uses for magnets.</p> <p>Identify how properties make magnets useful in everyday items and suggest creative uses for different magnets.</p> <p>Possible trip: Science Museum – Feel the force</p> <p>Possible Visitors: The Science Museum Outreach Service – Feel the Force (they come to school)</p>	<p>3.6 We are opinion pollsters (collecting and analysing data)</p>			<p>What does it mean to be a Buddhist?</p> <p>Name some of the steps (practices) in the eight fold path (wheel) that can be found in another religion.</p> <p>Identify things that make me happy in my life and compare these to my peers.</p>		<p>Know structures in real life have to be strengthened, stiffened and reinforced. Identify structures in the real world that demonstrate they are strengthened and identify how.</p> <p>Talk about different strengthening techniques e.g. tabs, triangle, tubing, diagonal brace structures. Use a strengthening technique e.g. create tabs to help something stand up, triangle structures etc. Design and make an Iron Man structure and use a strengthening technique. Show design meets a range of requirements e.g. must be strong, must stand up. Have at least one idea about how to create the product. Make design decisions. Work accurately to make cuts and holes. Begin to assemble, join and combine materials with some accuracy. Begin to measure, mark out, cut and shape materials with some accuracy. Select suitable tools and explain choice reasons. Talk with friend and evaluate iron man made against own design criteria and consider the views of friend. Say what could be changed to make design better http://www.thunderboltkids.co.za/Grade4/02-matter-and-materials/chapter4.html</p>	<p>TBC</p>	<p>Tennis (Chelsea) Hit a ball into the air and to ground from strings and frame. Hit a ball from a bounce throw. Hit a ball from a volley. Play a backhand from a bounce pass. Use a backhand and forehand to hit a target. Hit a ball from a high throw.</p> <p>Swimming (Teacher) Back up unit Outdoor Adventurous Activities</p>	<p>HE/PH&MW: Drugs, alcohol and tobacco Know what a drug is. Know that alcohol and nicotine are legal drugs. Understand that all medicines are drugs, but not all drugs are medicines.</p> <p>RSE: Keeping my body safe Judge what kind of physical contact is acceptable/unacceptable and how to respond. Understand what “personal space” means. To realise that individuals need personal space. Know the difference between a good secret and a bad secret. Understand when it is right to share a secret.</p>