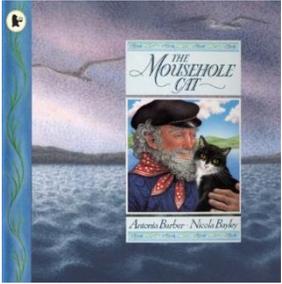
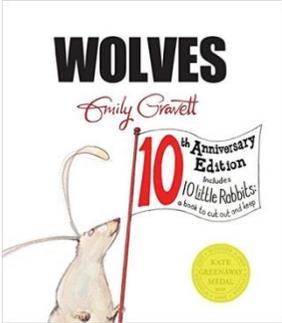




West Hampstead Curriculum 2021-22 – Diversity					Year 3 - Britain from the Air		
					<h3>Essential Knowledge</h3>		
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • The name and location of capital cities of each country of the UK and Great Britain • Location of important cities in the UK • How to use geographical resources including atlases, maps, globes and digital mapping • How to produce own aerial maps 		
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 			
Entry Point		Explore			Trip		Exit Point
Drone and orienteering		Research <ul style="list-style-type: none"> • Using geographical resources accurately 			Local walk		Tourist information advert to promote local area

English	Science	History	Geography
<p>Key texts</p>  <p>Mousehole Cat – Antonia Barber</p> <p>Writing own tourist leaflet about London</p>  <p>Wolves – Emily Gravett</p>	<p>Plants</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can 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</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Light</p> <p>I recognise that they need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>I recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>I can notice contrasts over time</p> <p>Aerial pictures of local area changes over time; pre and post-Industrial revolution and beyond up to present day</p> <p>I can answer questions about the past.</p> <p>Differences in local area due to London bombings in war</p> <hr/> <p>French</p> <ul style="list-style-type: none"> • Intercultural Understanding – France • <i>Quelle est la date de ton anniversaire?</i> • <i>Les jours de la semaine</i> • <i>Quelle est la date aujourd'hui ?</i> • <i>As-tu des frères et des soeurs?</i> • <i>As-tu un animal?</i> 	<p>I can name and locate cities of the UK</p> <p>Use maps and atlases to create aerial outline of UK with capital cities, including definition of Great Britain and United Kingdom</p> <p>I can ask and answer geographical questions.</p> <p>I can analyse evidence and make comparisons between locations.</p> <p>I can describe landscape and ask geographical questions.</p> <p>I understand how humans affect environment.</p> <p>Local area walk field-research strengths and challenges survey; communicate findings from walk; aerial photos of town and countryside</p> <p>I understand human features of locality.</p> <p>Visit to key landmarks in London</p> <p>I can explain physical features of coasts including erosion</p> <p>Youtube of houses falling off cliffs</p> <p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.</p> <p>I can use four figure grid references.</p> <p>I can make plans and maps using symbols and keys.</p> <p>I can recognise features and symbols on an OS map.</p> <p>Use maps, atlases and globes for local area and UK; draw own map of local area; use OS; rehearse 4-figure grid references</p> <p>https://www.youtube.com/watch?v=QlrELLSWWB8</p> <p>I can describe similarities and differences between places.</p> <p>Mapping using OS symbols</p> <p>I understand different people hold different views.</p> <p>Link to local area; recycling</p> <p>I can make detailed fieldwork sketches</p> <p>Local hazards from walk</p> <p>I can use fieldwork instruments</p> <p>Camera on local walk</p> <p>https://shop.ordnancesurvey.co.uk/apps/os-maps/ - subscription</p>
Computing	Art and Design		Design Technology
<ul style="list-style-type: none"> • Unit 3.7 Simulations (3 weeks) • Unit 3.8 Graphing (2 weeks) 	<p>I can use sketchbook for recording observations L1</p> <p>I can experiment with different materials to create a range of effects L2</p> <p>I can talk about the work of great artists in history T1</p> <p>I can use shading using different media. T2</p>		<p>Process</p> <p>I can create a cross-sectional design and annotated sketch</p> <p>I can safely measure, mark out, cut, join and assemble</p> <p>I can make suitable choices of materials</p> <p>Lolly sticks, twigs, straws, dowling</p> <p>I can plan stages of use</p>

	<p>I can talk about and identify complementary colours, colour as tone, warm and cold colours. T3</p> <p>I can compare and recreate form of natural and manmade objects T4</p> <p>I can use collage using overlapping and layering T5</p> <p>I can use printing to create different effects T6</p> <p>I can add detail to my work using different types of stitches, including cross-curricular stitch. T7</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>I can strengthen frame with diagonal struts</p> <p>I can understand how mechanical systems create movement (levers and linkages)</p> <p>Design, plan and make a catapult to launch a plane; discuss modern use of catapult to launch aircraft from an aircraft carrier</p> <p>Evaluate</p> <p>I can evaluate the success of a product</p> <p>How far did the plane go? Was it accurately built? Was it robust? Did it work? (measuring accuracy – maths)</p>
<p>Music</p> <p>Bring us together Charanga (voice/instrument)</p> <p>Listen & Appraise:</p> <p>I can find the pulse while listening.</p> <p>I can identify the instruments/voices heard</p> <p>I can explain how the words of the song tell a story</p> <p>Musical Activities:</p> <p>I can copy back, play, invent rhythmic and melodic patterns.</p> <p>I can improvise in the lessons and as part of the performance.</p> <p>I can compose a simple melody using simple rhythms and use as part of the performance using the notes: C, A + G.</p> <p>Perform & Share:</p> <p>I can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition.</p> <p>Reflect, rewind, replay Charanga (classical)</p> <p>Consolidate learning and perform:</p> <p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>Listen & Appraise:</p> <p>I can listen and appraise a different piece of classical music each week</p> <p>Musical Activities:</p> <p>I can play, improvise, sing and compose</p> <p>Perform & Share:</p> <p>I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	<p>PSHE</p> <p>To identify the qualities of a good friend</p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p> <p>To know the biological differences between males and females</p> <p>To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p> <p>To know you can say no to bad touch</p> <p>To identify positive thoughts</p> <p>To explore the concept of self-talk.</p> <p>To explore healthy relationships.</p> <p>To recap what a good friend is.</p> <p>S:\TeachingStaff\Beckford Curriculum\PSHE\Curriculum Planning\Year Group LO Overviews\Year 3 Learning Objectives Overview.docx</p>	<p>RE</p> <p>I can understand the Hindu belief that there is one God with many different aspects.</p> <p><i>I can ask questions about what I find puzzling about this god.</i></p> <p>I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p><i>I can ask questions about what Hindus believe. (Assessed in Investigation lesson.)</i></p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p><i>I can reflect on Hindu beliefs and express thoughts on these.</i></p> <p>I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.</p> <p><i>I can give my own and others' views on questions about God and can start to explain why religion is important to many people.</i></p> <p><u>Summer 2</u></p> <p>I can tell you some facts about the River Ganges and some of the things that Hindus do there.</p> <p><i>I can tell you why water is important to me in my daily life.</i></p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p><i>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</i></p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.</p> <p><i>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</i></p>