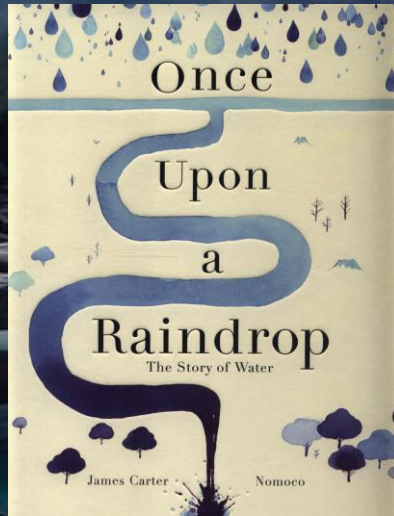




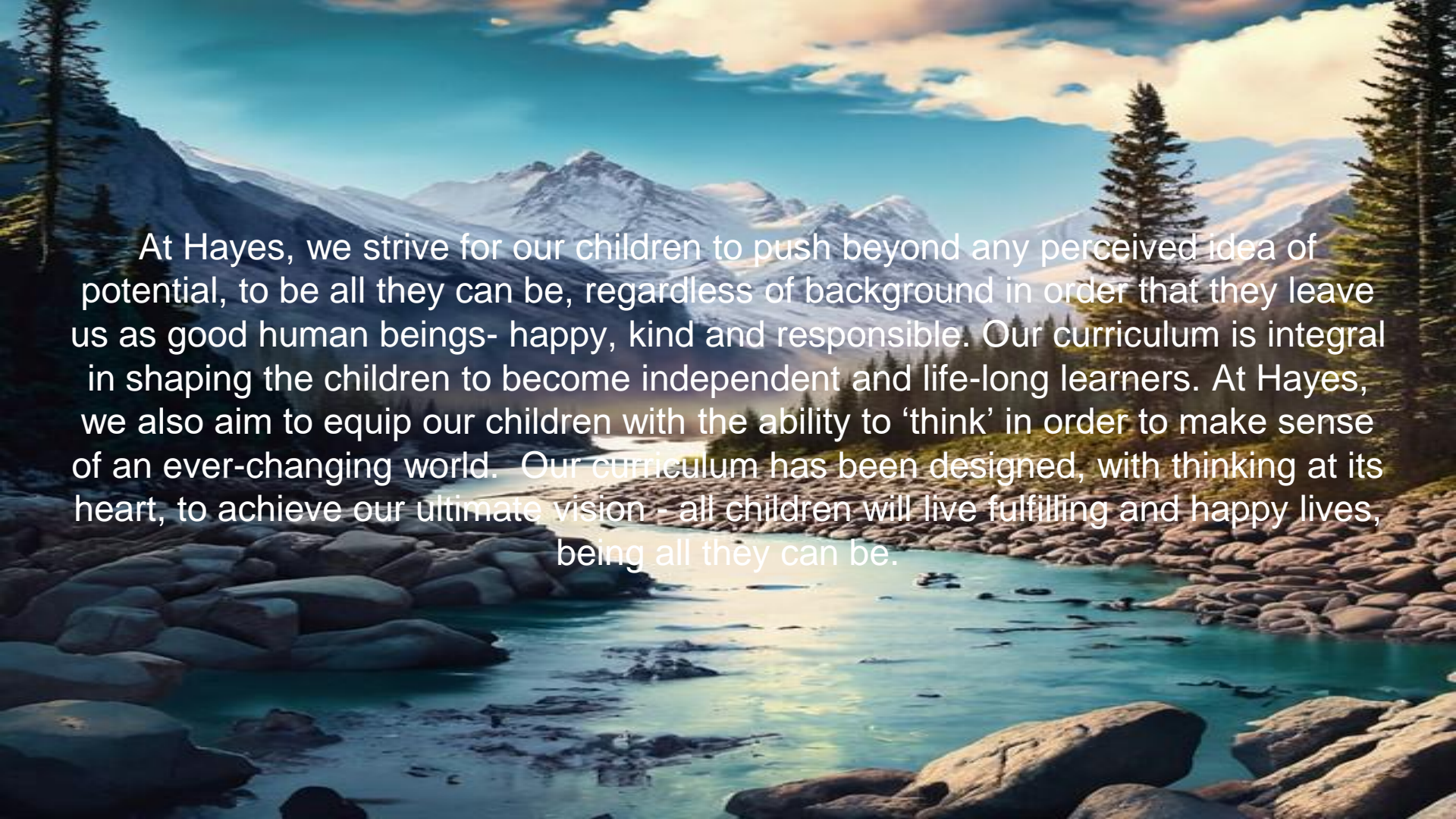
Be all you can be Hayes School

Year 3 Curriculum Plan: Spring 1 2024

The Big Question: What immediate action can we take within our community to protect and conserve our local rivers and surrounding environment?



Responsibility Success Aspirations Resilience Discovery Friendship



At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision - all children will live fulfilling and happy lives, being all they can be.

Learning experience, context and outcome

By the end of this learning experience, the children will have good knowledge of the text 'Once upon a Raindrop' by James Carter. The children will explore the elements of the water cycle and the significance of this on our rivers. They will explore and articulate why a river is important and explain why each river in its community should be protected and the surrounding environment, conserved. Additionally, Y3 will study the text 'The Rhythm of the Rain' by Grahame Baker-Smith, which will provide a quality text for the learning of reading skills. The children will transfer this reading into their own writing.

Geography is our driver subject for this learning experience. The children's first outcome will be to understand what a river is and why it is important for its local communities. The children will label and draw the features of a river and how these relate to human geographical features. A key part of this learning will be a visit from South West Water who will explain to Y3 the reasons why rivers need to be kept clean and free from pollution and how this affects the river environment. This will also link in with our science topic on Animals including Humans. By the end of this half-term, children will run their own pop-up campaign in the local community, producing materials which will be used for a display in the immediate surrounding of Hayes to empower and encourage people to promote change.

DT is our second driver subject for this learning experience. The children will explore different types of bridge structures that are around today and critique them based on their purpose and audience. The children will then aim to design and create a structure independently using a variety of skills with the purpose and audience in mind. The children will then evaluate their structures based on their how effective they are for their intended user.

Key Vocabulary



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Year 3 Knowledge Organiser- Rivers

Know words

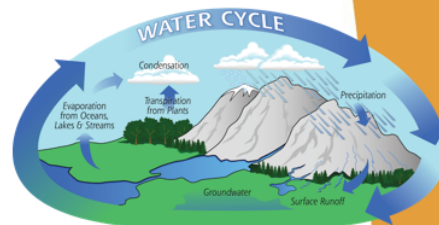
✓	bed	The bottom of the river.
✓	mouth	The end of the river where it meets the sea, another river or lake.

Grow words

💡	Water cycle	Process by which water is circulated.
💡	precipitation	Rain, snow, sleet or hail.
💡	valley	Low area between hills/mountains with a river flowing through it.
💡	source	Start of a river. Can be a bog, spring, marsh or lake.
💡	bank	The land on the side of a river.
💡	estuary	Where the river meets the ocean and mixes.

Show off words

🔍	tributaries	A river/stream flowing into a larger river.
🔍	meander	A river flowing a winding course.



Synopsis

Why is the moon so dry when the Earth has oceans and rivers and snow and ice? This rhyming and poetical picture book brilliantly introduces the concept of the water cycle and the value of water in our lives. From the possible origins of water on Earth and the formation of oceans, to the cycle of evaporation and precipitation (though without using these technical terms), the author uses simple but evocative language that summons the rushing, dripping, ever-changing movement of water and how vital it is in our everyday lives.

Outcome

Geography is our driver subject for our conservation learning experience. The children's first outcome will be to understand what a river is and why it is important for its local communities. The children will label and draw the features of a river and how these relate to human geographical features. A key part of this learning will be a visit from South-West Water who will explain to Y3 the reasons why rivers need to be kept clean and free from pollution and how this affects the river environment. Y3 will also understand the importance of the Water Cycle and how this is important for the healthy survival of our rivers and their eco-systems within the local area and across the UK. This will also link in with our science topic on Animals including Humans.

Curriculum questions

Big question:

What immediate action can we take within our community to protect and conserve our local rivers and surrounding environment?

Geography questions:

- Can I name and locate counties and cities of the United Kingdom, geographical regions and their identifying/describing human and physical characteristics, key topographical features with a focus on rivers?
- Can I describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?
- Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

DT questions:

Can I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and the intended user?

Can I generate, develop, model and communicate design ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design?

Can I explore the possible context of different designs in the local community and the wider environment?



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Year 3: Spring 1 2024

ENGLISH

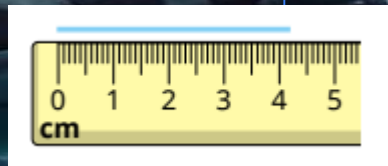
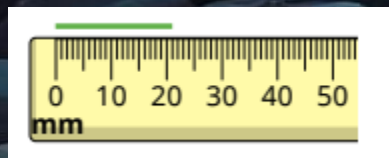
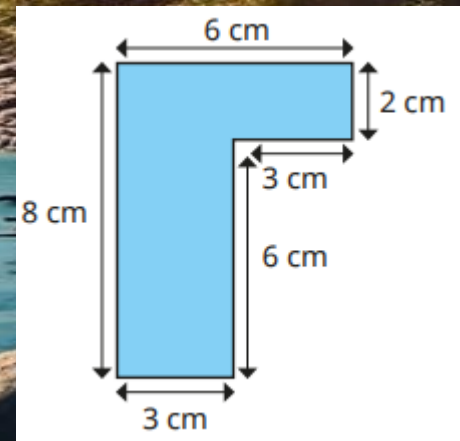
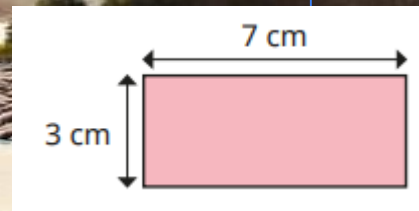
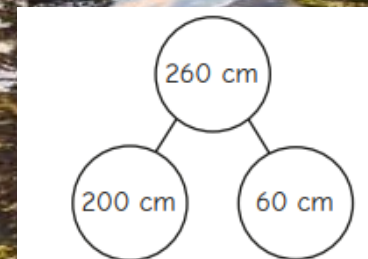
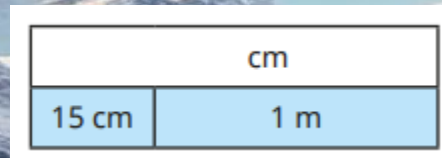
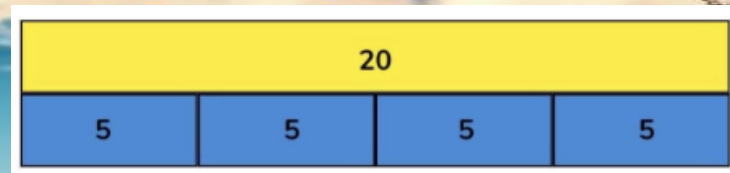
- Driver Text: Once Upon a Raindrop by James Carter
- Supporting Text: The Rhythm of the Rain by Grahame Baker-Smith
- Reading: Whole Class reading takes place each week including fluency, retrieval and inference based around a variety of texts.
- Read, write, Inc will continue in groups for children to secure phonics and fluency.
- Writing Opportunities: The children will learn to write an explanation text to explain how the water cycle works. They will look at specific grammatical features such as conjunctions and adverbial openers as well as the more technical features of the text. They will also have the opportunity to explore and create their own expressive poetry.
- Handwriting: joined, legible and cursive handwriting

MATHS: Multiplication and division

In maths, the children will be focusing on:

- Multiplying and dividing by 3, 4 and 8
- Recalling the 3, 4 and 8 times tables and multiples of 10
- Multiply and divide 2-digits by 1-digits including calculations with exchanging
- Measure in metres, centimetres and millimetres, finding equivalent measurements
- Compare lengths, including measurements in different units
- Add and subtract lengths
- Understand and calculate perimeters

Maths - models and images





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Year 3: Spring 1 2024

SCIENCE: Animals including Humans

In science, the children will learn:

- To identify animals, including humans, need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Children will investigate animals and creatures that live in local rivers

COMPUTING: Email and Touch Type

In computing, the children will:

- Develop their skills in composing and sending emails as well as adding attachments
- Develop their understanding of keeping safe around emails.
- Develop their skills in finger touch typing with the aim of increasing their speed.
- Develop their understanding of how to participate responsibly and safely in the digital world through E-Safety.



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Year 3: Spring 1 2024

Driver Subject: GEOGRAPHY

- Can I name and locate counties and cities of the United Kingdom, geographical regions and their identifying/describing human and physical characteristics, key topographical features with a focus on rivers?
- Can I describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?
- Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Secondary Driver: DT

- Primary aim to design a suitable bridge to carry a load across a river.
- Can I investigate and evaluate current bridges and their functions?
- Can I 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?
- Can I evaluate my final design against the intended user and purpose?



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R.E. How do festivals and worship show what matters to a Muslim.

In R.E. the children will learn what is important to Muslims and the meaning and duties around the five pillars of Islam.

They will also learn about Ramadan and why it is so important to Muslims.

P.E: Invasion games

Children will explore invasion games. They will:
Understand when and why we use different types of passing;
understand how to keep a ball under control and the basic principles of attacking and defending. They will use a range of passing and defending techniques; practise receiving and dribbling to ball under pressure and practise shooting with accuracy. Children will show good teamwork and learn how to communicate effectively with their team mates during play. They will show resilience and control emotions when winning and losing.

Year 3: Spring 1 2024

PSHE/SRE

Lifewise

During PSHE, the children will learn about boosting self worth as well as internet safety. They will learn about age restrictions on social media as well as the good and bad points of different platforms.

MFL (French)

Through the us

e of Language Angels, the children will be learning to say, read and write names of different instruments in French.

Music

This half term, the main focus will be on performance pieces: the children will learn to play pieces on the marimbas. This will develop their understanding and application of rhythm, beat, pitch, structure and dynamics.