

Grasmere Academy - Project Medium Term Planning

Term : Spring (Present - Geography)	Project Question: Why is the United Kingdom such a fantastic place to live?	Year group: 3
<p>Summary of the project: (mini outcomes identified)</p> <p>Project launch: Children will come into the classroom split in half. One side will have a UK theme. The other side will have a Greek theme. The children will explore each side before ‘travelling’ to the next side. They will:</p> <ul style="list-style-type: none"> - Try a variety of traditional dishes - Create flags - Find locations on globes - Try traditional sports <p>Mini outcomes: Mini outcome 1: The children will make their own model of rivers, hills and mountains from either the UK or Greece. They will first design it then make and evaluate it. Mini outcome 2: The children will create a comparative portfolio of the UK (England) and Greece using Numbers on their iPads. Mini outcome 3: The children will write a newspaper report all about Greece. Mini outcome 4: The children will create river art exploring texture and collage to add decorative elements.</p>		
<p>Literacy Genres: Performance poetry built around verbs, Meeting Tale, Recount - report/newspaper style.</p>		
<p>Maths Units: Fractions/decimals, length and perimeter, statistics, money.</p>		
<p>What do we want children to know by the end of this project?</p>		
<p>Geography: *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 - compare to Greece. *To understand geographical similarities and differences through the study of human and physical geography of a region in the UK. *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *To use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. *To use fieldwork to observe, ensure, 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.</p>	<p>Art: With a focus on water and maps, the children will explore Matthew Cusick and his artwork. *to explore texture and collage to add decorative elements *to understand light and dark *Choose colours that could go next to each other examining their tint, tone, shade *observe original colours and usage. During Arts week: *to create their own mosaics *to create blocks of repeating patterns.</p>	<p>DT Create models of rivers, hills and mountains from either the UK or Greece.</p> <ul style="list-style-type: none"> - Generate ideas for an item considering its purpose and users - Children to identify a purpose and establish criteria for a successful product. - Plan the order of their work before starting. - Make drawings with labels when designing. - Think about their ideas as they make progress and be willing to change things if this help them improve their work. - Select tools and techniques for making their product. - Evaluate their product against

Geographers: David Attenborough			Artist - Matthew Cusick	original design criteria e.g. how well it meets its intended purpose.
Music Playing instruments Glockenspiel *Treat instruments carefully and with respect. *Play a part from memory or using notation. *Accompany a song with melodic ostinato on percussion instruments.	Computing : Information Technology (ongoing throughout year) *To continue to use computer technology and networks safely and respectfully and understand how they provide opportunities for communication and collaboration. *To select, use and combine a variety of software to design and create a range of programs, systems and context that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Computer Science Year 3 (coding 2) *Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. *Use sequence, selection and repetition in programs. *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. *Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. Appreciate how search results are selected and ranked.	Science: Animals including humans *To identify that 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. With some support, children can group and classify foods into food groups and identify the nutrients that different foods provide. *With support, children can present data from food labels in a table to help in answering questions. *With support, children can group and classify animal skeletons and they are starting to use scientific vocabulary to talk about animal skeletons. *Children can work with significant support to discuss how to set up a test that is fair and (also with support) can start to draw simple conclusions from their results. * With support, children can show their understanding of a process by using some scientific language and a labelled diagram. * Children can work with support to set up and carry out a test that is fair, including making decisions about what measurements to take.	RE/French: Christianity: By the end of this unit all children will be able to: *represent Jesus in an image; *create a freeze frame of one of the ten commandments; *match a picture of a Christian special place to its name; *explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure; *locate Bible verses after being given the book name and chapter to find them in; *design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning. French: *Fruit and vegetables *Breakfast foods *Ask and answer likes and dislikes *Ask for a food item politely *Foods for a picnic *Asking politely *Colours *Commands *Ask and answer where you live *o-15 (0-20)	PE Summer 1 - Swimming *Swim short distances unaided between 5 and 20 metres using one consistent stroke. *Propel themselves over longer distances with the assistance of swimming aids. *Move with more confidence in the water including submerging themselves fully. *Enter and exit the water independently. Summer 2 - Batting and Fielding - Cricket *Adhere to some of the basic rules of cricket. *Develop a range of skills to use in isolation and a competitive context. *Strike a bowled ball.

Which words and phrases do we want children to recall and define by the end of this project

Geography Climate zones, biomes, vegetation belts, rivers, mountains, water cycle, continent, country, ocean, globe, atlas, Aerial view, weather, United Kingdom (UK), map, comparison, flag, travel, habitat, population, capital city.	Art: Light, dark, shadow, research, observe, texture, 3D, reflection, pattern, smooth, realistic, colourful,	Music Ostinato, rhythm tempo, dynamics structure, composer pentatonic, scale, pitch, accompaniment, melody,	D&T: Functional, design, criteria, model, technology, equipment, cutting, finishing, structure, stronger.	Computing Computing, algorithm, bug, coding, command, conditional statement or action, debugging, developer, event, loop,	RE/French Bible, gospel, books, Old Testament, New Testament, scripture, prophets, evangelist, Jesus, Church, Priest,
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	bright.	round, pulse.		sequence.	Cross, disciples, Crucifix, Easter, Christmas.
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In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

<p>Geography: *Children will have developed a sound understanding of the UK and the area in which they live. They have carried out simple field work and map work of their local area and made a comparison between this and a non EU country. This will support children when comparing the UK to Greece. *Within history, the children have studied the Great Fire of London and applied their prior learning to compare and contrast this event with the Great Fire of Gateshead. They have explored castles and early settlements including hill forts whilst learning about the Stone Age period.</p>		<p>Art *To continue to practise basic skills including holding paint brushes/pencils correctly. *To continue to reinforce using scissors correctly and accurately. *To apply colour using paint brushes, dotting and scratching.</p>		<p>DT *To plan carefully and clearly and use this throughout the creation process. *To explore different materials to consider which will have the best results for the project. *To develop their ideas through discussion, observation and research. *Identify simple design criteria.</p>	
<p>Music: *To listen and repeat patterns using body percussion and instruments. *Know the name of untuned percussion instruments expressively in response to stimuli.</p>	<p>Computing *Children will recognise common uses of information technology beyond school. *Children will use technology safely and respectfully, keeping personal information private. *Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *Children will have basic knowledge of pages, keynote and numbers. *Children will know how to use search engines and basic knowledge of search findings.</p>	<p>Science: Recap knowledge from year 2. Prior learning: *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1 - animals, including humans) * Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1 - animals, including humans) *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Y1. *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2. *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Y2).</p>	<p>RE/French RE: *Children will know there are lots of religions. *Children will have explored Hinduism and Islam. *Children will have explored different celebrations e.g. Diwali. French: *Children will know basic greetings. *Children will know how to ask and answer 'how are you?'. *Children will know numbers 0-20. *Children will know how to ask 'how old are you?'.</p>	<p>PE Swimming: *Swim short distances, between 5 and 10 metres and propelling themselves forward using swimming aids. *Move around the pool with their feet touching the ground. *Play games including putting their face in the water, splashing and attempting to float. Batting and fielding - Cricket: *Experienced different throwing and catching games. *Had the opportunity to hit and strike a ball with racquets and bats. *Played in simple, striking and fielding games.</p>	

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

Tynemouth coastal trip.

Which **books** will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Spring 1	Spring 2
The Last Bear - Hannah Gold	Beasts of Olympus: Beast Keeper - Lucy Coats & David Roberts

Driving Texts

Fiction	Non Fiction	Poetry
The Midnight Fox - Betsy Byars	Little people, big dreams - David Attenborough	I am the Seed that Grew the Tree - Fiona Waters
The Journey- Neil Griffiths and Scott Mann		
King of the cloud forests - Michael Morpurgo		

How will we exhibit our learning? How will we present our learning from each subject?

Project launch:

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- Try a variety of traditional dishes
- Create flags
- Find locations on globes
- Try traditional sports

Mini outcomes:

Mini outcome 1: The children will make their own model of rivers, hills and mountains from either the UK or Greece. They will first design it then make and evaluate it.

Mini outcome 2: The children will create a comparative portfolio of the UK (England) and Greece using Numbers on their iPads.

Mini outcome 3: The children will write a newspaper report all about Greece.

Mini outcome 4: The children will create river art exploring texture and collage to add decorative elements.

Breakdown of weeks for Project sessions	
Geography WB: 26/4/22	<ol style="list-style-type: none"> 1. What four nations make up the UK? 2. Geographical regions - map work and comparisons 3. Geographical regions - human and physical features 4. Music 5. PE - swimming
WB: 2/5/22	<ol style="list-style-type: none"> 1. Topographical Features - What makes a hill a hill (river, coast, mountain) 2. Explore similarities and differences of the regions in the UK. 3. Map work - look for mountains, hills, rivers, streams on maps. 4. Music 5. PE - swimming
WB: 9/5/22	<ol style="list-style-type: none"> 1. Explore 8 points of compass 2. Trip to coast - fieldwork 3. Recount of trip 4. Music 5. PE - swimming
WB: 16/5/22	<ol style="list-style-type: none"> 1. Begin comparison to Greece - where is Greece? Locate on world map (upload to Numbers portfolio) 2. Geographical regions of Greece - map work 3. Human and physical features of Greece 4. Music 5. PE - swimming
WB: 23/5/22	Summary week and complete Numbers portfolio comparison
Half Term	
Art WB: 6/6/22	<ol style="list-style-type: none"> 1. Explore Matthew Cuswick 2. Colour mixing - choosing colours to go next to each other 3. Sketching design using grid reference over picture 4. Apply paint and to explore texture and collage to add decorative elements 5. PE - cricket
DT WB: 13/6/22	DT <ol style="list-style-type: none"> 1. Design models of rivers, hills and mountains from either the UK or Greece. 2. Create models (2-3 lessons) 3. Evaluate models 4. French 5. 5. PE- cricket
WB: 20/6/22	ARTS WEEK (Mosaics) Science - animals including humans. <ol style="list-style-type: none"> 1. Arts week - create mosaics (2 lessons) 2. Science - recap prior learning (Year 1 and 2 - animals including humans) 3. Year 3 learning: Nutrition - To sort foods into food groups and find out about the nutrients that

	<p>different foods provide.</p> <ol style="list-style-type: none"> 4. Food labels - To explore the nutritional values of different foods by gathering information from food labels. 5. PE - cricket
WB: 27/6/22	<p>Science</p> <ol style="list-style-type: none"> 1. Skeletons - To sort animal skeletons into groups, discussing patterns and similarities and differences. 2. Human Skeletons - To investigate an idea about how the human skeleton supports movement. 3. Muscles - To explain how bones and muscles work together to create movement. 4. Investigating - To design and carry out my own investigation. (2 lessons) 5. PE - cricket
WB: 4/7/22	<p>Computing Year 3 coding</p> <ol style="list-style-type: none"> 1. Everyone can code - Lesson 1-3 2. Everyone can code - Lesson 4-6 3. Everyone can code - lesson 7- 10 4. Everyone can code - summary 5. PE - cricket
WB: 11/7/22	<ol style="list-style-type: none"> 1. Music 2. PE - cricket