






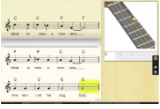


London



Y3 Main Overview (Summary of Topic/Key Information)

This term, Beech class will be learning about London. During this topic we will be looking at our amazing capital city, the early origins and how it has risen to become so important both to our country and worldwide. We hope this topic will enthuse you and give you a better understanding of our capital city and how it compares with the slightly smaller town of Hutton!

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| Key Facts |  | London is one of the most diverse cities in the world and from its origins in AD50 has attracted people from all over the world. It is the capital city (and the largest city) of both England and the United Kingdom. It was originally called Londinium. London is a very large city with a round 9 million people living in it. It is one of the most important global cities, being a major commercial, tourist, baking and educational. |
| Key Questions | Where is London? What landmarks can you see in London? How big is London? Have you ever visited London? What did you like? How would you describe London? How is London different to your area? | |
| Subject | Key Skills Covered | Key Vocabulary |
| History | <p>London then and now. We will use words and phrases relating to the passing of time (modern, recent, long ago).</p>  <p>We will describe memories of key events in their life using historical vocabulary and conduct a local study on Shenfield High Street.</p> |  <p>Modern, long ago, past, recent, changes, older, new, contemporary, describe, key events, key people.</p> |
| Geography | <p>London and the UK – We will name and locate the cities of the UK. We will also ask geographical questions and respond to them. For example, how can you describe the landscape? Why is it like this? How is it changing? What do you think about that? What do you think it might be like if this continues? We will also make more detailed fieldwork sketches/ diagrams and make use of fieldwork instruments.</p> | UK, similarities, differences, landforms, climate, soil, local area, London, changes, buildings, architecture. |
| Science | <p>In Science we will learn about animals, including humans and also rocks.</p> <p>Animals, including humans: We will 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. We will learn that humans and some other animals have skeletons and muscles for support, protection and movement Rocks: We will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. We will also describe how fossils are formed and recognise that soils are made from rocks and organic matter.</p> | <p>Animals, including humans: animals humans, classify, healthy, unhealthy, digest, fats, sugars, salts, muscles, vertebrate, invertebrate, nutrients, bones. Rocks: rocks, hard, permeable, impermeable, fossils, body fossils. Organic matter, soil, base rock.</p> |
| Art | <p>In Art, we are going to create our London landscape inspired by our exploration of the artists Colin Ruffell and George Hyden Pownall. We will be experimenting with different effects and textures (blocking in colour, washes, thickened paint). We will mix colours and know which primary colours make secondary colours.</p> | Paint, blocking, washes, effect, mix, primary colours, secondary colours, landscape, painters, observe, assess. |
| DT | <p>In DT, we will be learning to make a healthy soup. In this unit, we will demonstrate our awareness of healthy and unhealthy foods and</p> | Diet, balance, healthy, seasonal, Macronutrients, micronutrients, |

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| | apply these principles of having a healthy and varied diet. We will prepare and cook a soup, using a range of cooking techniques. We will learn about how a variety of ingredients are grown, reared, caught. | mega nutrients, protein, fat, carbohydrate, antioxidant |
| Music  | In Music, we will be exploring the social question 'How Does Music Make the World a Better Place?'. The unit is titled 'Compose using your imagination'. The children will learn the beginning of musical notation, linking sounds to symbols. They will copy back and improvise with rhythmic patterns using minims, crochets, quavers and rests. They will also learn to identify if a song is major or minor. | Chorus, compose, composition, disco, dynamics, pulse, major, minor, pop, structure and form, verse, texture, imagination, improvise, hook |
| PE | In PE we will be swimming at Basildon Sporting Village and our outdoor lesson will be focused on Netball and Quicksticks. In the Netball sessions we will cover, throwing, catching, running, balance, work on our footwork, defending and scoring goals in the net. In Quicksticks (hockey) we will cover using hockey sticks to dribble, pass and receive a ball, tackling safely and hitting a ball to score a goal. | Control, passing, dribble, tackle, push pass, free pass, rules, shooting, receiving, attacking, defending, dodge, chest pass, bounce pass, jump stop, stride stop, landing foot |
| Computing | In Computing, we will talk about on-line safety and we will learn how to use technology safely, respectfully and responsibly. We will learn to use Scratch to create an interactive project inspired by the movie Flushed Away. | Scratch, on-line safety, acceptable, unacceptable, safely, responsibly, dialogue, codes. |
| RE | In R.E this term we will be exploring the enquiry question: What difference does being a Muslim make to daily life? These link to Islam. The children will learn about Masjid or mosque as a place of Prayer. They will also learn about the facilities they have for rituals of washing and communal prayer, explore the styles of architecture, reflecting the beliefs. They will learn about the five pillars of Islam – Shahadah, Salah, Sawm, Zakat and Hajj. |  Muslim, Islam, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawm, Hajj |
| PSHE | In PSHE, we will identify situations which are safe or unsafe and discuss the people who can help us if a situation is unsafe. We will be working together to suggest strategies for keeping safe. We will also explore how we can help to keep others and our environment safe. | Trust, safe, unsafe, situation, risk, danger, healthy, responsibility, help, support, doctor, scenario, helpful, harmful |
| English  | In English we will watch Flushed Away and create stories, non-chronological reports, play scripts and poems. | Story, setting, characters, plot, language, purpose, structure. |
| Maths | In maths, we will begin with a focus on multiplication and division following the maths mastery model. We will learn to represent and solve problems using a range of methods. We will also explore length and perimeter, fractions and mass and capacity, building on our prior knowledge through practical activities and problem solving. | multiplication, division, sharing, grouping, inverse, multiple, length, perimeter, measure, fraction, whole, denominator, numerator, mass, capacity. |
| French | In French we will be learning to identify classroom objects, colours and describe an objects colour. We will also learn to say our age, recognise and repeat classroom instructions. We will identify parts of the body, the days of the week and give basic character descriptions. In Autumn 2 we will learn the French words for animals, recognise numbers 11-20 also. | En classe, une trousse, un stylo, une regle, un crayon, un cahier, un livre, rouge, jaune, marron, bleu, blanc, orange, noir, j'ai...ans, écoutez, regardez, les yeux, le nez, la bouche, les cheveux, la tête, lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche, un chien, un chat, une tortue, un lapin, onze, douze, Treize, quatorze, quinze seize, dix-sept, dix-huit, dix-neuf, vingt |

