

Creative Curriculum Unit of Work				
Year: 3		Topic: Home Sweet Home		
English:		History/Geography		
<p>Texts:</p> <ul style="list-style-type: none"> <li><i>Home Sweet Home</i>: Mia Cassany, <i>A world of cities</i>: James Brown, Non-fiction texts about our locality.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Plan writing linked to the structure, vocabulary and grammar</li> <li>Draft and write by building on vocabulary and range of sentence structures</li> <li>Evaluate and edit</li> <li>Signal main features in non-narrative writing (headings and subheadings)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Use commas in lists</li> <li>Use a wider range of co-ordinating and subordinating conjunctions</li> <li>Choose tense appropriate to the task</li> <li>Using capital letters, full stops, question mark, exclamation mark</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Check the text makes sense, discuss understanding and explaining the meaning of words in context</li> <li>Identify the main point and summarise orally the content of a text</li> <li>Distinguish between fact and opinion</li> <li>Understand that texts are structured in different ways.</li> <li>Identify the main features of different text types</li> <li>Identify key information and write in own words</li> <li>Use retrieval skills to respond to questions</li> <li>Ask questions about the text</li> </ul>		<ul style="list-style-type: none"> <li>The history of our local area and how people have influenced how it has changed over time</li> <li>Locate the world’s continents, countries and the equator using maps</li> <li>Name and locate the counties of England and the capitals of the countries in the United Kingdom</li> <li>To identify human and physical characteristics</li> <li>To identify uses of the River Thames and its formation using the water cycle</li> <li>Use maps, atlases and computer mapping</li> <li>To use the 8-points of a compass</li> <li>Use field work to record and present the human and physical features in the local area</li> </ul>		
Science	Art and Design/Design Technology	Personal, Social, Health & Economic Education	Computing	
<p>Forces and Magnets</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having 2 poles</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>Artist studies for inspiration: Leonardo da Vinci and Claude Monet</li> <li>Sketching our homes and local area</li> <li>Using patterns to create texture in our drawings</li> <li>Watercolour back grounds</li> <li>Building London Landmarks</li> </ul>	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>Our Class Charter</li> <li>Help others to feel welcome</li> <li>Try to make our school community a better place</li> <li>Think about everyone’s right to learn</li> <li>Care about other people’s feelings</li> <li>Work well with others</li> </ul>	<ul style="list-style-type: none"> <li>E-Safety</li> <li>Introduction to Word and PowerPoint, including typing on a keyboard – linked to Home Sweet Home</li> </ul>	
Religious Education	French	Music	Educational visits	
<ul style="list-style-type: none"> <li>How did Jesus change lives?</li> </ul>	<ul style="list-style-type: none"> <li>Learning about France and why we might learn another language</li> <li>Greeting each other and holding basic conversations such as introducing themselves</li> <li>Practising polite conversations such as ‘How are you?’ – learning to recognise phrases and respond</li> <li>Introduction to writing accents</li> </ul>	<ul style="list-style-type: none"> <li>Looking at the origins of music – how groups of instruments build up, identifying an orchestra</li> <li>Investigating different instrument families and identifying the differences between them</li> <li>Identifying instruments by sound</li> <li>Musical assessment – listening to music from different instruments and groups and seeing how it makes us feel</li> </ul>	<p>Walk to Virginia Water Shops Walk at Virginia Water Lake</p>	

		<ul style="list-style-type: none"><li>Who makes up an orchestra?</li><li>How is a band different to an orchestra? What kind of bands are there?</li><li>What can orchestral music be used for?</li></ul>	
<b>Wow factor!</b>		<b>Supporting your child’s home learning</b>	
<ul style="list-style-type: none"><li>Local visit to Virginia Water shops</li><li>A visit to Virginia Water lake</li><li>‘A Day Out in London’ (A virtual tour)</li></ul>		<ul style="list-style-type: none"><li>PE on Tuesday and Friday – PE kit to be worn to school on these days</li><li>Water bottle to be brought into school daily</li><li>Reading – 5 x per week (15 mins)</li><li>Times tables - 5 x per week (15 mins) Log onto TT Rockstars to practise your times tables!</li></ul>	