

## Creative Curriculum Unit of Work

<b>Year: 3</b>		<b>Topic: Home Sweet Home</b>	
<b>English:</b>		<b>History/Geography</b>	
<ul style="list-style-type: none"> <li>Text: 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 that ideas can be organised into paragraphs.</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>	
<b>Science</b>	<b>Art and Design/Design Technology</b>	<b>Personal, Social, Health &amp; Economic Education</b>	<b>Computing</b>
<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>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>Dreams and Goals</p> <ul style="list-style-type: none"> <li>People who have faced challenges and achieved success.</li> <li>Identifying a dream/ambition.</li> <li>Facing new challenges.</li> <li>Achieving new challenges.</li> <li>Overcoming obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Coding – design, write and debug a simple program using algorithms.</li> </ul>
<b>Religious Education</b>	<b>French</b>	<b>Music</b>	<b>Educational visits</b>
<ul style="list-style-type: none"> <li>How does the bible reveal God's rescue plan?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Walk to Virginia Water Shops.</li> <li>Walk at Virginia Water Lake.</li> </ul>
<b>Wow factor!</b>		<b>Supporting your child's home learning</b>	
<ul style="list-style-type: none"> <li>'A Day Out in London'</li> </ul>		<ul style="list-style-type: none"> <li>PE on Tuesday and Friday – PE kit to be in school every day</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)</li> </ul>	