

Knowledge Outcomes

- Know the UK is part of Europe and that Europe is made up of 44 countries
- Know Europe has different physical features and habitats – mountain ranges, forests, rivers, coastlines
- Understand the climate varies across Europe (and this affects plants, wildlife, landscapes)
- Know the golden eagle and barn owls are birds of prey living in mountainous and forest areas in the UK and Europe
- Challenge: Understand land in Europe is used for farming, cities, transport and tourism

Strength Lies in Difference

Children to understand and recognise racist behaviours
Children to be familiar with inspirational and aspirational role models from the African / Caribbean / Asian / Chinese communities
Children to understand what it means to be wealthy - financially, physically, emotionally

Languages

What can I eat?

Name different fruit and vegetables
Learn the vocabulary for breakfast foods
Express my own likes and dislikes
Ask for a food item politely using correct sentence structure

Physical Development

Tennis

Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)
Tap the ball back and forth to partner
Stand in a ready position holding racquet correctly.
Change from a ready position before tapping the ball to a partner.
Begin to know what it means by a forehand and backhand position.
Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.
Move from a ready position into a forehand position/ backhand position quickly.

Personal, Social and Emotional Development

PSCHE: Why should we eat well and look after our teeth?

Know how to eat a healthy diet and the benefits of nutritionally rich foods
Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
Understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
Understand how people make choices about what to eat and drink, including who or what influences these
Learn how, when and where to ask for advice and help about healthy eating and dental care

R.E.: Sikhism - Do Sikhs think it is important to share?

Explore how Sikh beliefs affect their ways of life and the importance they place on sharing.
Discuss why it is important to share even though it is not always easy.
Describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.
Discuss and decide whether children think sharing is important or not to Sikhs

Summer Term 1 Objectives Predators on the prowl Geography Year 3

English / Mathematics

Included on the termly
Success and Challenge cards

Understanding of the World

Geography:

Locate some of the world's countries, focusing on those in Europe, concentrating on their environmental regions
Use maps, atlases and globes to locate the countries and features studied.
Learn about the location and characteristics of a range of the world's most significant physical features.

Science: Animals including humans

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.

Computing: iPodcast

Understand that technology can be used to control sound
Understand that sound can be stored digitally
Understand what a podcast is
Plan and record a podcast
Use digital tools to edit a podcast
Combine audio sound and effects
Identify the good features of a podcast
Suggest improvements for a podcast

Expressive Art and Design

Music:

Listen to and comment upon a range of musical pieces from the Romantic period
Identify the instruments commonly used in Romantic pieces
Learn about the composer Tchaikovsky and listen to his work

Design Technology: Textiles

Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
Generate, develop, model and communicate their ideas through discussion, annotated sketches, and prototypes
Select from and use a wider range of tools and equipment to perform practical tasks
Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work