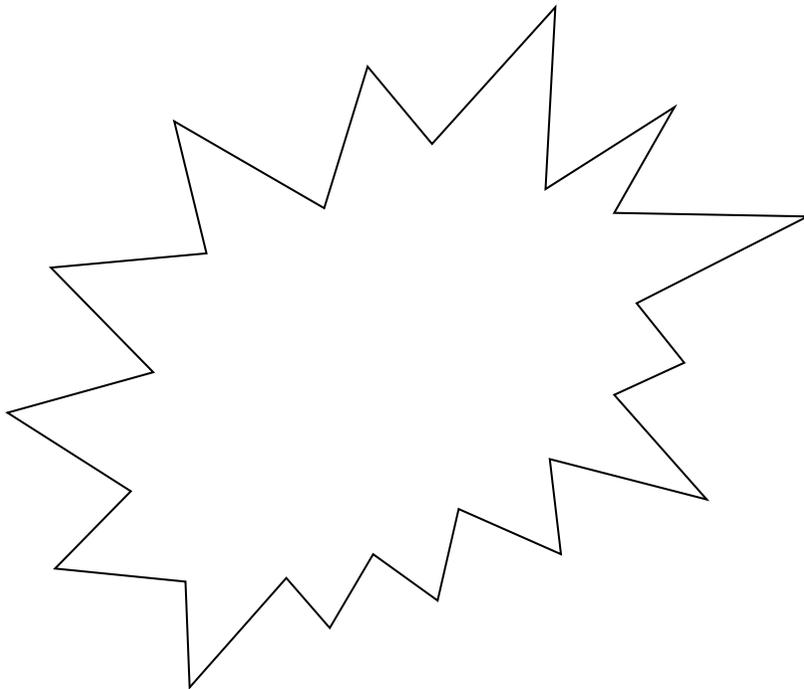




At Churchwood Everyone Can

Year: 3	Term: 6
Topic Name: Yo Ho Ho	
Subject / Topic Focus: Geography & History	

Grand Finale...
Pirate day celebration



A trip to ... Smugglers Caves
WOW
Starter: _____ **ack Sparrow**
Hot Seat a _____
visitor ~ Jack _____
Sparrow

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Animals and Humans	<p><u>Working Scientifically:</u></p> <ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>Animals and Humans:</u></p> <ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what

		<p>they eat.</p> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. <p>Mutual respect</p>
Geography	Hastings	<p><u>Places:</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Describe how the locality of the school has changed over time. <p>Democracy Rule of law Individual liberty Mutual respect</p>
History	Hastings	<p><u>Investigate and Interpret the past:</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past.

		<ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>Understand Chronology:</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>Local History</u></p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. <p>Democracy Rule of law Individual liberty Mutual respect</p>
Computing	E-Safety	<p>E-Safety Espresso Materials</p> <p>Democracy Rule of law Individual liberty</p>
Design and Technology	D&T	<p><u>Mechanics:</u></p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate

		<p>mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p><u>Inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p><u>Design, make and improve:</u></p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>Democracy Rule of law Individual liberty</p>
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games
R.E	East Sussex agreed	What is faith and what difference does it make? Tolerance

	syllabus	
PSHE	PSHE map	Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	French club Mandarin club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	
Spelling Focus	Progression in Spelling follows Support for Spelling/ Spelling bank materials
Linked Extended Writing:	
Cross curricular Maths opportunities:	
Early Morning Maths Focus:	Multiplication To be arranged
Target Writing:	Buried treasure Life on a ship Deserted island Lost at sea