



At Churchwood Everyone Can

| | |
|---|----------------|
| Year: 3 | Term: 2 |
| Topic Name: Ice Palace | |
| Subject / Topic Focus: Geography | |

Grand Finale...
Book exhibition

**WOW
Starter:
Ice balloons**

A trip to ...
**Look at the frost in the woodland
playground on a frosty morning**

Everyone Can Curriculum Coverage

| Subject | Topic | Coverage |
|---------|-----------------------|--|
| Science | Investigate Materials | <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>Investigate Materials:</u></p> <p><u>States of Matter:</u></p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, liquids or gases.• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. |

| | | |
|------------------|----------------------------|---|
| | | <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Democracy Rule of law Individual liberty</p> |
| Geography | Places and Patterns | <p>Places:</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. <p>Patterns:</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <p>Democracy Rule of law Individual liberty Mutual respect</p> |
| Computing | E-Safety | E-Safety Espresso Materials |

| | | |
|------------------------------|-----------------|---|
| | | <p>Democracy Rule of law Individual liberty</p> |
| Design and Technology | D&T | <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <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>Mutual respect</p> |
| Music | Charanga | <p>Charanga Mutual respect</p> |

| | | |
|-----------------------|--|--|
| P.E | PE Syllabus | Games Democracy Rule of law |
| R.E | East Sussex agreed syllabus | How and why do Hindus celebrate Diwali? Tolerance |
| 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 Learning songs, individual times tables, times tables challenge |
| Target Writing: | See 2014 Target Writing |