

Year Group: 3 Term: Spring

Challenge pack: Deep Water

**Learning Challenge: How can we educate others
to stay safe near water?**



Class texts

Main texts for planning: Deep Water, Shackleton's journey

Additional material:

BBC clips, blue planet, newsround, etc.

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF

CAFRA

PMI

C&S

LPT: collaboration, noticing, imagining, planning, empathy and listening, reasoning, questioning, managing distractions, making links.

Hooks or memorable experiences

Trip to Dudley Canals Trust and canal barge experience

Public Product—

A water safety animation.

Killer Questions—

How can we use map skills to represent physical features of the UK?

What are the similarities and differences of our local area and a coastal town?
How have these changed over time?

How can we use line and shade in our art work to represent water?

How can we create an animation to inform people about water safety?

Year group	3	Term	Spring Term	Challenge Pack	Deep Water	
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
Geography	4 countries of the UK Capital cities Main cities Location of Thames, Severn, Trent, Tamar, Exe, Great Ouse, Wye, Ouse, Tyne, Tweed Mountains and hills—Scafell Pike, Snowdon, Ben Nevis, Yorkshire Dales, Peak District Coastal towns—location, included those known to children and identified comparison town Know symbols to be used on maps 4 figures grid references 8 compass points		G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns G2.2a Understand geographical similarities and differences between two regions—UK based—local area compared to coast G2.4a Use maps, atlases, globes to locate countries and describe features studied G2.4b Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world G2.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Children will have named and located the seven continents and five oceans. Will know the four countries of the UK and their capital cities. They can use basic vocabulary to refer to; key human features; city, town, village, factory, farm, harbour, shop. Use simple compass directions (N, S, E, W)	United Kingdom Great Britain England—London Wales—Cardiff Scotland— Northern Ireland Cities Towns River Physical Human Mountains Compass North North-East East South-East South South-West West North-West
Art	Line and shade Colour charts Shades of blue Joseph Turner Claude Monet Hokusai Margarethe Vanderpas		A2.1a Make thoughtful observations, compare approaches in selected artists work A2.1b Know about and draw inspiration from a range of artists. A2.2a Know about and use a range of tools and media to create drawings utilising line and shade. A2.2b Draw with increasing accuracy, and begin to understand perspective and proportion A2.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A2.5b Describe techniques used, evaluating how they could be performed more effectively.		Children will have used different media and tools make different marks and use these creatively in their work - Pencil, charcoal, pastel, pen Children will have used a range of tools and media to experiment with line and shade. Children will have listened to the views of others and respond to ideas to improve their work	Line Shade Light Dark Primary Secondary
History	Sources History of two places in the UK Park lime pit Coastal town,		H2.2b Use different sources of information to build up specific pictures of the past H2.2c Identify and give reasons for historical changes and events H2.2d Question if a source is useful or not		Children would have explored a range of sources and asks questions of sources and their reliability.	Sources Reliability Trusted Significant effects

<p>ICT and Computing (including apps and digital pencil case)</p>	<p>Coding Cause and effect commands</p>	<p>C2.1a Understand the opportunities computer networks offer for communication C2.3a Write programs that accomplish specific goals C2.3b Within a sequence, use repetition in programs C2.3c Understand the notion of input and output C2.3d Use logical reasoning to explain how some simple algorithms work C2.3e Introduced to the notion of variables C2.3f Use logical reasoning to detect and debug simple algorithms C2.4a Use technology responsibly C2.4b Use search technologies effectively C2.4c Identify a range of ways to report concerns about online content</p>	<p>Children will understand what an algorithm is and how they run on certain problems. Use logical reasoning to predict the behaviour of a program and can create and debug simple programs.</p>	<p>Code Command Cause Effect Cursor Sprite Background Audio Recording Algorithms Copy Paste</p>
<p>SMSC/PSHE</p>	<p>Water safety Peer pressure Telling the truth How to ask for help. Empathy Safety rules for school and hope</p>	<p>PSHE2.5e I can consider how to make a positive difference in my school and local community SMSC2.a Can take responsibility for my own behaviour and safety and realise that my actions have consequences. SMSC2.c Can identify a range of risks in different situations and decide how to behave responsibly. SMSC2.d Can recognise the need for safety rules at home and school, in the playground and local environment. MSC3.c Can explain how to ask for help, recognise peer pressure and understand the difference between positive and negative influences e.g. teasing, bullying and unkindness. SMSC3.d Can empathise with other people and situations through topical issues, problems and events. SMSC3.e Can identify positive things about my own and other people's achievements.</p>	<p>They can: -identify when someone has a different opinion to me -identify when working together is important -discuss what I might do to make up with a friend -describe what it means to forgive a friend or have empathy in a situation -describe the importance of telling the truth</p>	<p>Water safety Peer pressure Telling the truth How to ask for help. Empathy Safety rules for school and hope Honesty Truth</p>