

The Big Question: Where on earth are we?		Main Subject Focus: Geography	Year Group: 3	Term: Sum 1
Geography: Area of Study		RE: Area of Study	Writing Opportunities: Genres	
<p>I can locate myself on a map of the UK.</p> <p>I can discuss where I live in relation to Nottinghamshire and Egypt, Wales and Scotland.</p> <p>I can relate cities - UK capitals, Sheffield and Nottingham and countries to where I live.</p> <p>I can identify some major rivers – Thames and Trent and mountains – the Pennines in the UK.</p> <p>I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities – Nottingham and Sheffield and some key topographical features including hills, mountains and rivers.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Nottinghamshire - and of a small area in a contrasting non-European country - Egypt</p> <p>I can discuss where I live in relation to counties and countries.</p> <p>I can relate counties to where I live.</p> <p>I can relate cities, Nottingham and Sheffield, to where I live.</p> <p>I research to discover features of villages, towns and cities around Ordsall and appreciate the differences.</p> <p>I know why people may choose to live in one place or another.</p> <p>I can identify some major rivers in the UK.</p> <p>I can identify some mountains in the UK.</p> <p>I can use simple maps, atlases and globes to locate countries and describe features studied in Egypt and the UK</p>	<p>I can use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps and relevant symbols e.g. school, shop, church) to build knowledge of the United Kingdom and the wider world.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in Ordsall using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>I can use fieldwork to observe, measure and record some of the human and physical features in Ordsall using sketch maps and graphs</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I am able to use simple equipment to measure and record.</p> <p>I can investigate the local area, looking at types of shops, services and houses.</p> <p>I know why people may be attracted to live in cities</p> <p>Human geography including types of settlement and land use, economic activity.</p> <p>I know why people may be attracted to live in cities.</p> <p>I know why people may choose to live in one place or another in relation to areas studied.</p> <p>I research to discover features of villages, towns and cities and appreciate the differences.</p>	<p>Unit 3.3 Worship and sacred places</p> <p>Describe 4 key features of each of three religious buildings, a mosque, mandir and church</p> <p>Connect the key features of the buildings with beliefs about God in each religion</p> <p>Ask and answer questions about at least three different ways the religious buildings are used by the different communities</p> <p>Respond thoughtfully to the task of designing a new religious building for their locality</p> <p>Consider ideas such as ‘a friendly building’. ‘a house of God’, ‘a spiritual space’ and say what they think makes these buildings special</p> <p>Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people</p>	<p>Narrative-linked to local area safety (a warning story)</p> <p>Descriptive poetry (Geography linked)</p> <p>Persuasion (Geography linked)</p>	
			<p>Reflect Ed and Others</p> <p>Continue to develop knowledge of a growth mindset</p> <p>Use metacognitive talk to explain thinking process</p> <p>Learn structures to organise and enhance metacognitive talk in the classroom</p> <p>Explore ideas to increase confidence with public speaking</p> <p>Plan a task, activity or experiment in detail</p>	

				get close to God in holy buildings?	
		Novel/Books: Class vote based on high interest books Visit/Enrichment experience: Local area-Plot 51 allotments and All Hallow's Church			
RSHE: Area of Study	Computing: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study
Why should we keep active and sleep well? How regular physical activity benefits bodies and feelings How to be active on a daily and weekly basis – how to balance time online with other activities How to make choices about physical activity, including what and who influences decisions How the lack of physical activity can affect health and wellbeing How lack of sleep can affect the body and mood and simple routines that support good quality sleep How to seek support in relation to physical	I can collect information using tally charts. I can present information using a spreadsheet to create graphs. I can insert a chart I can present information using a suitable chart. I can enter data into a spreadsheet. I can name the key parts of a database. I can answer questions about information in a database.	Striking and fielding I can throw and catch with control. I am aware of space and use it to support team-mates. I am aware of space and use it to cause problems for the opposition. I know and use rules fairly. Orienteering I can follow a map in a familiar context I can use clues to follow a route. I can follow a route safely.		I can explain why Dukas may have chosen certain instruments in The Sorcerer's Apprentice. I can listen to The Sorcerer's Apprentice by Paul Dukas and comment on tempo and dynamics. I can sing a song with expression.	Food and drink/simple instructions Listening I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify some phonemes which are the same as, or different from, English phonemes. I can recognise a question. Speaking I join in with songs and rhymes I answer with a single word I choose the correct word to complete a phrase I choose the correct word to complete a sentence I use set phrases

<p>activity, sleep and rest and who to talk to if they are worried</p>					<p>I answer with a short phrase I ask an appropriate question I name objects and people Reading I read and understand single words. I read and understand short phrases. Writing I copy a simple word or phrase I write single words correctly I label a picture Grammar I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les' I can use some common verbs in the first person singular form. I can recognise some basic French adjectives.</p>
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