

<b>Year Group: 3</b>	<b>Term: Autumn 1</b>	<b>Theme: India</b>
<b>Curriculum Objectives:</b>		
<p><b>Geography objectives:</b></p> <ul style="list-style-type: none"> <li>• In Year 3 Children are able to measure straight line distances using the appropriate scale as well as explore features on OS maps using 6 figure grid references. They are able to draw accurate maps with more complex keys and / or demonstrate patterns.</li> <li>• By the end of Year 3 children know features about places around them and beyond the UK. They know about the wider context of places - region, country and can identify where countries are within Europe; including Russia. Children can recognise the different shapes of continents. They understand and use a widening range of geographical terms; specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> <li>• Children in Year 3 know how their locality is set within a wider geographical context. They can describe human features of UK regions, cities and /or counties and understand why there are similarities and differences between places. Children explore weather patterns around parts of the world.</li> <li>• Children in Year 3 are able to understand the effect of landscape features on the development of a locality and can describe how people have been affected by changes in the environment. They recognise that people have differing quality of life living in different locations and environments and can explain about key natural resources e.g. water in the locality.</li> </ul> <p><b>DT objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand seasonality and the advantages of eating seasonal and locally produced food</li> <li>• Read and follow recipes which involve several processes, skills and techniques</li> </ul> <p><b>Science objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change</li> </ul> <p><b>Music Objectives</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>		

Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
<b>1</b>	Geography	To develop skills using atlases, maps and globes to locate countries and key features.	<b>10</b>	DT	To explore what a Diwali lamp is and design our own.
<b>2</b>	Geography	To know human and physical features of the locality and develop an awareness of how places relate to each other.	<b>11</b>	DT	To create a Diwali lamp and evaluate finished product.
<b>3</b>	Geography	To make plans and maps using symbols and keys  To use a four-figure grid reference (Year 3) and six-figure grid reference (Year 4).	<b>12</b>	Science	To learn about what light is and it is reflected
<b>4</b>	Geography	To compare different regions of India and to understand that the landscape varies.	<b>13</b>	Science	To understand that objects made from different materials create different shadows and changes depending on orientation.
<b>5</b>	Geography	To compare and contrast housing and daily life between India and the UK.	<b>14</b>	Science	Investigation involving how shadows change as a light source is moved, take measurements and collect data.
<b>6</b>	Geography	To describe similarities and differences between where I live and another place.  To ask and respond to geographical questions.	<b>15</b>	Science	Investigate using coloured acetate and create a shadow puppet performance.

<b>7</b>	Cooking	To cook traditional Indian food and understand seasonality.	<b>16</b>	R.E.	To learn about Hinduism and Sikhism.
<b>8</b>	Art	To understand the Batik technique and design.  Indian music to be played to accompany their work.	<b>17</b>	RSE	To identify strengths and understand how this contributes to high self-esteem.
<b>9</b>	Art	To create a batik inspired Indian art piece.  To evaluate our completed art piece.  Indian music to be played to accompany their work.			