



Class: Emidy (Year 3)

Term: Summer 1

Topic: How have holidays in Cornwall changed over time?

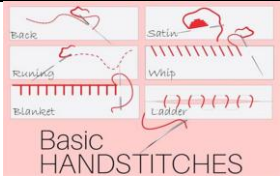
Launch Day:

Trips/Visitors:

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge		<u>Early Learning Goal:</u> <u>Understanding the World:</u> <u>Past and Present</u> - Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling (Year 1) – Understand how the uses of castles have changed over time (Year 2) - The mining was one of Cornwall’s main sources of income during the 19th Century.	N/A	N/A	(Year 2) - Textiles: Basic stitching with fabric Design - Pupils start to generate ideas by drawing on their own and other people's experiences. - Pupils begin to develop their design ideas through discussion, observation, drawing and modelling. - Pupils identify a purpose for what they intend to design and make. - Pupils understand how to identify a target group for what they intend to design and make based on a design criteria. - Pupils consider how to make products functional and appealing, using their own ideas for inspiration. - Pupils develop their ideas through talk and drawings and label parts. - Pupils begin to explain why they chose a certain material. - Pupils use mock ups and/or templates to develop their ideas - Pupils use ICT to share and develop their ideas, where appropriate. Make - Pupils begin to select tools and materials; using correct vocabulary to name and describe them.	(Year 1) – How to use a mouse in different ways How to use a keyboard to type on a computer How to use the keyboard to edit text Creating media – Digital painting - What different freehand computing tools do - What the shape tool and the line tools do - How to alter colour choices - How to make careful choices when painting a digital picture Creating media – Digital writing - How to use a computer to write - How to add and remove text on a computer That the look of text can be changed on a computer - To make careful choices when changing text (Year 2) - That digital photos can be changed	See music curriculum map	(EYFS) – Say how and when Christians like to thank their Creator (Year 1) - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: - Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural earth (Year 2) - Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’	

					- With help pupils measure, cut and score with some accuracy. - Pupils start to assemble, join and combine materials in order to make a product. - Pupils start to choose and use appropriate finishing techniques based on their own ideas. - Pupils join fabric using a running stitch, glue and tape Evaluate - Pupils evaluate their work against their own design criteria. - Pupils look at a range of existing products explain what they like and dislike about products and why. - Pupils evaluate their products as they are developed, identifying what is going well and make a few small changes along the way.			- Recognise that Jesus gives instructions to people about how to behave - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless (Year 3) - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)	
Knowledge	Key Question: How does light allow us to see and how does it change what we see? The children will know: That they need light in order to see things and that dark is the absence of light - That light from the Sun can be dangerous and that there are ways to protect their eyes - That light is reflected from surfaces That shadows are formed when the light from a light source is blocked by an opaque object - How to find patterns in the way that the	Key Question: The children will know: That Victoria was the Queen in the Victorian era The Victorian era started in 1819 - The Victorians went on seaside holidays. - How to recognise the features of a Victorian holiday - How to recognise the features of a 1950s seaside holiday - Cornwall is a popular holiday destination today. How holidays have changed since the Victorian era			Key Question: The children will know: <u>Textiles: Joining materials and adding details</u> Potential project idea – Making bookmarks for a holiday book that uses cross stitch to create a picture. - Pupils know how to choose different stitch types for different effects - Pupils understand how to combine different materials e.g. textile and card	Key Question: The children will know: Creating media – Desktop publishing - How text and images convey information - That text and layout can be edited - How to choose appropriate page settings How to add content to a desktop publishing publication - How different layouts can suit different purposes - The benefits of desktop publishing	See music curriculum map Key Question: The children will know:	Christianity - God Key Question: L.2.4 What kind of world did Jesus want? The children will know: Make sense of belief: - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Understand the impact:	https://peplanning.org.uk/

	size of shadows change							- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: - Make links between the importance of love in the Bible stories studied and life	
Skills	Children will be able to: - Ask relevant questions and use different types of scientific enquiries to answer them - Use straightforward scientific evidence to answer questions to support their findings - Set up simple practical enquiries, comparative and fair tests Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Gather, record, classify and present data in a variety of ways to help answering questions Report on findings from enquires, including oral and written explanations, displays or presentation of results and conclusions	Children will be able to: - Compare and contrast holidays between different time periods. - Place key time periods on a British timeline. - Identify how holidays were different of rich and poor people. - Use evidence from sources to answer questions.			The children will be able to: Design - Pupils begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - When planning, pupils explain their choice of materials and components including function and aesthetics. - Pupils start to order the main stages of making a product. - Pupils can put together a step-by-step plan which shows the order and what equipment and tools they need. - Pupils generate, develop, model and communicate their ideas through discussion and annotated sketches. Make - Pupils select a wider range of tools and techniques for making their product. - Pupils can explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Pupils measure, mark out, cut, score and	Children will be able to: - Explain the difference between text and images - Identify the advantages and disadvantages of using text and images - Recognise that text and images can communicate messages clearly Change font style, size, and colours for a given purpose - Edit text - Create a template for a particular purpose - Define the term 'page orientation' - Recognise placeholders and say why they are important - Choose the best locations for content - Make changes to content after it has been added Search for relevant images online - Paste text and images to create a finished product - Choose a suitable layout for a given purpose	Children will be able to:	Children will be able to:	Children will be able to:

					assemble components with more accuracy. • Pupils select the most appropriate tool and techniques for the given task. • Pupils begin to make choices of materials both for its aesthetic qualities and functional properties. • Pupils demonstrate how to measure, cut and join with accuracy Evaluate • Pupils start to evaluate their product against their original design criteria. • Pupils suggest improvements to their final design. • Pupils begin to evaluate familiar products and consider the views of others to improve their own designs.				
Components (teaching sequence)	• I can explain why I need light to see things. • I can understand why light from the sun can be dangerous, and know how to protect myself from it. • I can investigate how light is reflected from different surfaces. • I can investigate how a shadow is formed. • I can find patterns in the way shadows change. Topic outcome:	• I can Topic outcome: • I can place the Victorian era and the 1950s on a timeline and know which came first. • I can describe what a Victorian seaside holiday was like and recognise its key features. • I can compare seaside holidays from the Victorian era, the 1950s and today, explaining what is the same and different. • I can explain how holidays were different for rich and poor			• I can Topic outcome/product brief:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:

		people in the past. I can use pictures, artefacts and sources to answer questions about holidays in the past							
Key Vocabulary	opaque, transparent, translucent, lux.								