



Class/Year: Year 3	Start Date: 3rd January 2024	Core Values: <ul style="list-style-type: none">• Learning to co-operative well with others and to resolve conflict effectively.• Investigating and discussing moral issues and consequences of actions.• Learning about the world around us and reflecting on our experiences.• Understanding our cultural heritage and respecting our cultural diversity.	
	Finish Date: 11th February 2024		
Title: Rivers	 Go with the Flow	Hook: Read and watch versions of 'A River' by Marc Martin' The children will take part in a local walk to investigate the features of a local river (River Medina / River Yar). They will locate the river on the map of the Isle of Wight, following the course from the source to the mouth.	
		Rationale: The children will have the opportunity to learn about the features of a river and how a river changes along its course depending on the surrounding countryside. They will investigate different locations along our local river, the Medina, and consider how the river is used. They will learn about major rivers in Britain and around the world and locate some of these on a map.	
		Children will develop their understanding of the skeleton and how muscles control movement. They will recognise that muscles are the pulleys and joints are levers and will be able to identify the 3 purposes of skeletons.	
	Outcome: The children will create classroom displays to explain what they have learned about rivers, especially the River Medina, and skeletons and muscles.		
	Focus Area: <i>Geography – Rivers</i> Children will learn how rivers are formed and develop their understanding of the main features, using geographical terms to describe and explain the journey of a river from the source to the estuary. They will consider how rivers are used, the consequences of pollution, what happens when rivers flood and river safety. They will investigate & locate famous rivers around the world and important rivers of the UK. They will explore the River Medina and the different ways it is used and managed.	Supporting Focus Area: <i>Science – Skeletons & Muscles</i> Children will investigate the main functions of skeletons: for support, protection & movement. They will find out that muscles are also needed for movement. They will feel their own bones, draw & label a skeleton, talk about broken bones & look at some X-rays. Children will find out that some animals have exoskeletons and compare them with endoskeletons. They will examine some bones & identify some properties, making links to fossils. Children will look at joints in the human body & the movements that each allow before looking at how muscles control every move we make. They will construct models to show how pairs of antagonistic muscles pull to work together.	
Discrete Teaching Programmes (DTPs): Maths - Daily Maths lessons R.E. - Buddhist Beliefs & Sacred Texts PSHE, French	Supporting Focus Area: <i>DT – Levers & Pulleys</i> Children will investigate how levers and pulleys are used to control movement and will make links to how their muscles work to enable their skeletons to move. They will learn that pairs of muscles extend and contract as they work together. They will identify the types of food that provide the nutrition for strong and healthy bones and muscles.		
Homework Tasks: Create a fact-file about a major World River, including its location, length, countries and cities it travels through and its uses.	Linked Teaching Programmes (LTPs): Literacy - Creation of own journey narrative DT - Levers & Pulleys P.E. - Swimming, Hockey		

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