

### Term 3

### What I am learning this term

Topic Where in the world are koalas and bears? **Key Skills**



**HOLLINGTON**  
**PRIMARY**  
**ACADEMY**

Subject	I can.....	Where can you find it?
<b>Maths</b>	Temperature Measurment	Looking at temperatures and climates of different countries Measure how far a paper aeroplane travels
<b>English</b>	Wombat goes walkabout Coldilocks and the three bears	Letter writing Instructions Character descriptions Narratives
<b>Science</b>	Data handling	Analysing and recording information and temperatures
<b>What is the investigation?</b>	What will change the distance a paper aeroplane will travel?	Analysing and recording results of distances of how far the aeroplanes travel
<b>History</b>	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Look at the life of people living in Australia and Canada Compare the past to the present Children to write a letter to the president of the country saying what they think Report about how the different countries are governed etc.
<b>Geography</b>	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use basic geographical vocabulary to refer to: <b>key physical features</b> , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>key human features</b> , including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	Look at our local environment e.g. UK and the countries if consists of Children to find and label countries on a map with a key Report about what the different countries are like i.e. climate, habitats etc. Draw a picture of the UK and a contrasting non-European country. Create a table of similarities and differences. Give children a picture of a landscape scene. Children to label and write about the different features seen. Map game in PE with Mr Byford
<b>DT</b>	Not covered this term	
<b>Art</b>	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones Create colour wheels.	Art or artists from own country Aboriginal Art
<b>PE</b>	<b>Gymnastics</b>	See Mr Byford's plans

<b>Music</b>	Use symbols to represent a composition and use them to help with a performance.	Children to play recorders and come up with a sound effect for class stories.
<b>Computing</b>	Control motion by specifying the number of steps to travel, direction and turn. Select sounds and control when they are heard, their duration and volume.	Coding
<b>Community</b>	Communicate with people from others countries	Children to contact a school from another country
<b>Knowledge of the World</b>	Linked to <i>Geography</i>	
<b>SEAL</b>	Living in the wider world	See scheme
<b>RE</b>	Who was Buddha?	See scheme
<b>SMSC</b>	Right and wrong	Children to look at the rules within a given country and decide whether or not they agree. How do they feel? Children to write a letter to the President
<b>Aspiration</b>	Where in the world would you like to travel?	Children to draw and write where they would like to travel to in the world
<b>British Values</b>	Mutual respect and tolerance of others	Children to given opinions of how indigenous people live

#### Homework Ideas

Children to take a picture of their garden or street and label the different features. Children to write about the different physical and human features seen i.e. hill, farm etc

Children to draw and write where they would like to travel.

Design and make a paper aeroplane. Children to write instructions about how they made it.

Children to create a picture of their street. Children to choose own media.

Children to go to the library and draw a map of what they passed on the way and label