



Explore, Inspire, Enrich

## Long Term Plan Cover Page- Curriculum Classes

### What it means to be...

**A Communicator-** Communicate effectively, make choices, listen to and read stories for pleasure, recognise different styles of writing, understand and interpret the world around them, apply skills to real life (reading/ writing lists, recipes, application forms etc.)

**A Mathematician-** Problem solvers, understand cause and effect, compare, apply skills to real life (financial literacy, money management etc.)

**A Scientist-** Explore, investigate, anticipate, predict, question, theorise, experiment, be inspired, be curious, have realisation of the world around them

**A Geographer-** Recognise familiar places, know that there are places beyond their home, family and Hull, understand how to get to a desired location, gain independent travel skills

**A Historian-** Know their personal history and their family, know famous historical event and places, understand time passing, anticipate future events, be aware of key figures throughout history, begin to have a concept of old and new, explore local historic venues

**Creative-** Be immersed in colours and music, express themselves through different mediums, gain enjoyment from the creative efforts of others

**Physically active and engaged-** Have changes of position, maintain an active lifestyle, participate in a variety of activities and sports, keep healthy, become a team player, be tacticians and referees

**Empowered-** Celebrate achievements, set goals, respect each other, be healthy, know about different types of relationships, understand how to keep safe, seek help, emotional literacy, career awareness, engage in activities that promote emotional regulation (PSHE & RSE)

... at Frederick Holmes School

## Year 3 Summer Key Stage 3/4

### Theme: Me and My World

#### Topic: All Creatures Great and Small



#### English Core Text

##### **Higher level text: The Wind in the Willows (Kenneth Grahame): Oxford Children's Classics**

*Join in the delights and disasters on the riverbank with Mole and his new friends. With sensible Ratty, wise Badger, fun-loving Toad, and the dastardly stoats and weasels, there's never a dull moment!*

##### **Lower level text: Illustrated version (Lesley Simms)**

*This is an evocative picture book based on the beloved classic tale and retold for younger children. 'The Wind in the Willows' is a re-telling of the beloved Kenneth Grahame story following the adventures of four riverside companions: Mole, Ratty, Badger and, of course, the eponymous Mr Toad.*

#### Supplementary texts:

Fiction- Aesop's Fables

Non-fiction- Animalium (Jenny Broom & Katy Scott)

#### Genres to be covered:

\*Descriptive: Information narrative (including character and setting descriptions, postcards, biographies, explanation, etc.)

\* Descriptive: Poetry (including traditional, modern or nursery rhyme)

\*Narrative: Fables, myths and legends

#### Science (Living Things and Habitats/ Animals)

Suggested learning: Living things and their habitats- woodland ecosystems, food chains, lifecycles. Animal groups (mammals, birds, minibeasts) and their offspring. Lifecycles (of a frog/ toad).

Reproduction in animals, including humans (linking to PSHE)

**Foundation knowledge:** Why do animals live in that specific place? Lifecycle of different animals.

**Next steps:** Know the lifecycle of different living things: mammal, amphibian, insect and bird. Use and construct food chains to identify producers, predators and prey.

#### Design Technology

Suggested learning: Research stuffed animal toys- teddy bears/ beany babies etc. Design, make and evaluate small stuffed toy using simple stitching techniques/ stuffing etc.

**Foundation subjects:** Stitching- hole punch and lacing; large blunt ended darning needle and embroidery thread

**Next steps:** Join materials and components in different ways

#### Maths (My Money Week- June)

**Multiplication & Division:** Multiply and divide by 10/ 100/ 1000

**\*Revisit Autumn Number, Addition & Subtraction content\***

**Money:** Value

**Measures & Geometry:** Time

**\*Revisit any other content\***

**Curriculum** Links Outlined on FHS Maths Progression Document

#### Geography

Suggested learning: Local area- woodland/ hedgerows/ sustainability of habitats/ effect of pollution recap  
Ordinance survey maps- symbols, reading maps  
Fieldwork; visit to Beverley Westwood/ Hessle Foreshore- compare similarities and differences (animals/ habitats/ physical and human geography)

**Foundation knowledge:** Compare areas using maps

**Next steps:** Use a range of maps

#### Creative Arts

Suggested learning: Animal sounds/ songs  
Origami animals/ animal mosaics  
Animal cartoon characters  
Observation/ line drawings

**Foundation knowledge:** Drawing for a purpose  
Observational drawings. Being able to talk about their work.

**Next steps:** Make observational drawings beginning to consider proportion and position.

#### PSHE

College Meetings  
School Council  
Sports Day- teamwork  
Friends of  
Freddies  
Leavers  
Transition

#### Jigsaw

Relationships  
Changing Me

#### History/ PSHE

Suggested learning:  
Conservation and endangered animals- actions of people in the past. Debate: are zoos a good thing?

**Next steps:** Know how previous actions from the past have influenced the future/ our present

#### RE

Suggested learning: Sacred animals in different cultures  
Noah's Ark

Customs and routines