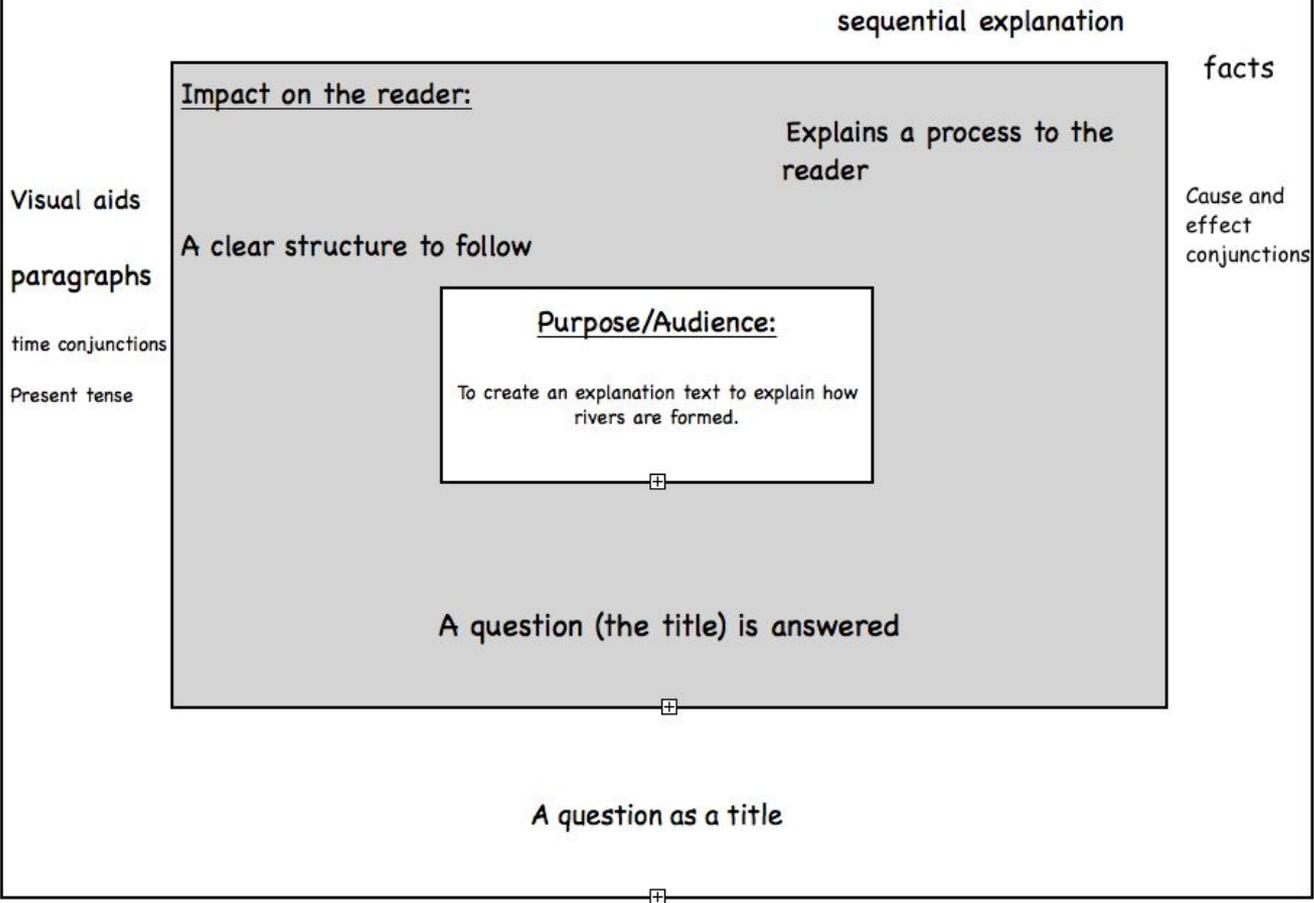


Project Summary:		Project Launch:	Essential Question:	SOLE Questions:
Children to understand the difference between local area and another country (Brazil). The similarities (rivers) and the differences around them.		Plant bulbs and seeds	Does human geography ruin the beauty of our Earth?	What is important about the journey of a river?
Industry Experts:		Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
Artists		Plants, human and physical geography	Comparisons with Brazil	Exploring artists, developing artistic skills
Mini Outcome 1:				
Curriculum Areas:	Geography		Peer Critique & Multiple Drafting:	Peer critique on presentation. Draft paper and Seesaw
Children to create a double page spread on what rivers are and how they are formed.				
Mini Outcome 2:				
Curriculum Areas:	Art and Science		Peer Critique & Multiple Drafting:	Critique of art work.
Children to create a watercolour piece of art (plant). Label the art work with parts of plants.				
Final Outcome:				
Curriculum Areas:	Science/Geography		Peer Critique & Multiple Drafting:	
Double page spread on impact humans have on nature and physical geography				

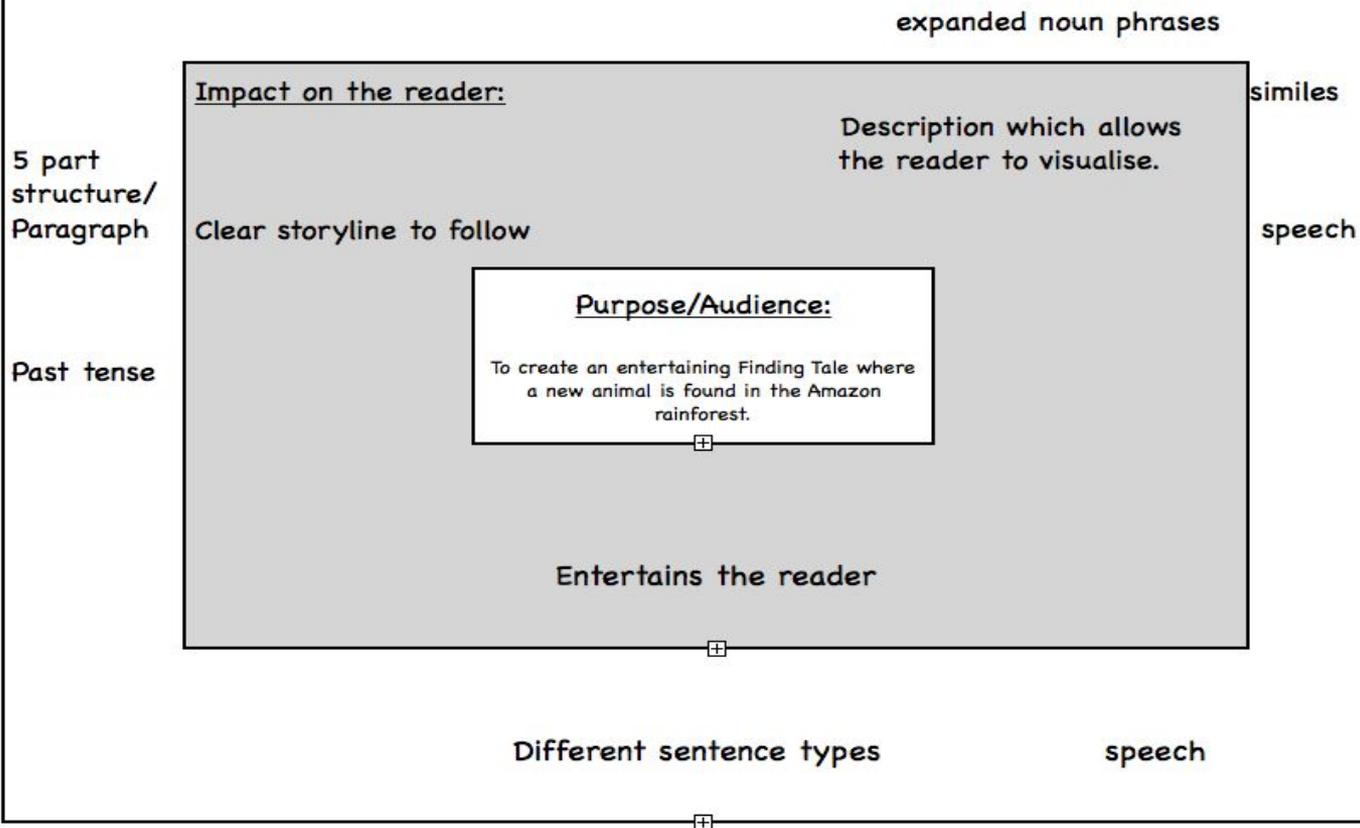
Literacy - Impact Grid

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):



Literacy - Impact Grid

Skills/Grammar/Success Criteria to create impact (including specific vocabulary):



Maths - S Plans (add a screenshot)

Vocabulary: more, less, sequence, position, number line, mass, volume, previous, multiple, digit
Stem sentences: '_____ is between _____ and _____', '_____ is the previous multiple of one hundred', '_____ is the next multiple of one hundred.'
Difficulties: place value knowledge, vocabulary understanding, 50 more, 10 less
Contexts/connections: mass, volume

Each number on the 0 to 1000 number line has a unique

700	600	400	200
390	410	420	440



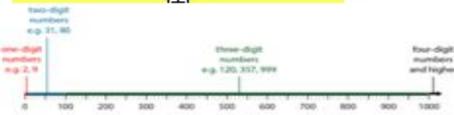
Ordering numbers within 10, 50, 100. Understanding of place value line.

The smallest three digit number is 100 and the largest is 999; the relative size of two three digit numbers can be determined by examining the hundreds digits, the tens digits and then the ones digits.

Vocabulary: compare, greater, larger, bigger, smaller, hundreds, tens, ones
Stem sentences: 'To compare three digit numbers, we need to compare the hundreds digits; if the hundreds digits are the same, we need to compare the tens digits; if both the hundreds and the tens digits are the same, we need to compare the ones digits.'

Difficulties: comparative language, missing numbers on number track

- Key basic skills:**
- Number bonds to ten
 - Multiples of 10
 - Relationships between facts
 - Partitioning
 - Place value understanding



Three digit multiples of ten can be expressed multiplicatively and additively, in terms tens or hundreds.

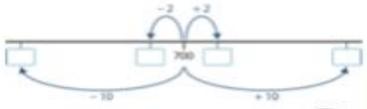
Vocabulary: tens, hundreds, multiples
Stem sentences: 'This is _____ hundred and _____ tens', 'This is _____ tens'

Difficulties: multiplication knowledge, bar models, partitioning numbers

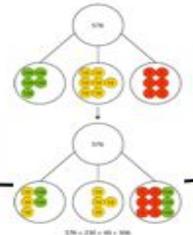
Partitioning numbers 2 digit, exchanging 10 tens for 1 hundred and 10 ones for 1 ten.

Vocabulary: partition, place value, exchange, equal

Difficulties: partitioning, exchanging



Known facts and strategies for addition and subtraction within and across ten, and within and across 100, can be used to support additive calculation within 1,000.



Half Termly Homework Grid

Year 3 Autumn 2 2020

During this half term we will be comparing different parts of world. We will learn about the nature, human and physical geography that surrounds them and start to think about our question - 'Does human geography ruin the beauty of our Earth?'. Here are your homework challenges for this term. Each task will help you to develop different skills and learn new knowledge which will help you answer the 'big question'.

Please choose 1 activity per week, be as creative as possible! Check Seesaw for examples or templates for work.

Basic Skills Practice:		Project			
<p>Spellings, handwriting and reading. 2, 5 and 10 multiplication and division. If children have times table badge begin with 3's. Addition within 20.</p>					
<p>Compare the seasons of the years.</p> <p>Children to compare seasons of the year. Use Safari to find pictures to match each season and think of key things about each season.</p> 	<p>Research a country to compare the UK to.</p> <p>Think about comparing weather, features, plants and animals</p> 	<p>Grow a plant</p> <p>Plant a seed, bulb or bean and make sure it has everything it needs to grow and survive. Take photo updates of the plant and write about what is happening at each stage.</p> <p>Upload results to Seesaw.</p>	<p>Go on a nature hunt</p> <p>Take photos of plants and trees in your local area. How many of them can you name?</p> <p>Upload photos with labels to Seesaw.</p> 	<p>Create a plant using household items.</p> <p>Children to create a plant with all the correct parts using items from around the house.</p> <p>Be as creative as you can.</p>	<p>Create a 3D project.</p> <p>Children to use a piece of cardboard, large piece of paper etc to use as a board to build a 3D project on. Create your 3D project on new knowledge from class. Rivers, UK, plants etc.</p> <p>(SEE SEESAW FOR EXAMPLES OF 3D PROJECTS)</p>
<p>Remember to upload your work to Seesaw!</p> 					