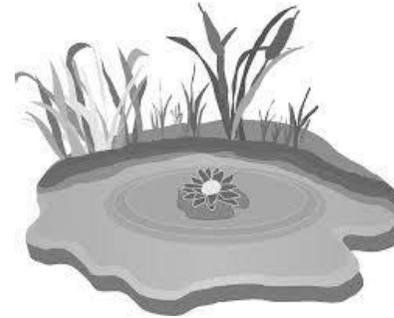


# Class 3 Topic Web Spring 2018

# Our Local Area



## Communication, Language and Literacy

Through our reading, we will explore common themes in biographies, focusing on the life of William Shakespeare. We will also recognize some different forms of poetry, discussing words and phrases that capture our imagination. We will use expression, volume, tone and intonation to perform poems and plays, looking at how characters' feelings; thoughts and motives can be inferred from their actions. We will demonstrate what we have learned from our reading by writing for a wide range of purposes, using imaginative description such as personification, simile and alliteration to create vivid images.

## Problem Solving, Reasoning and Mathematical Development

To consolidate our Mathematical understanding we will endeavour to solve problems in a variety of different contexts, including missing number problems, using number facts, place value and more complex addition and subtraction. We will also continue to secure our recall of multiplication and division facts for multiplication tables up to  $12 \times 12$ . We will begin to use the inverse relationship to check calculations. We will develop more efficient ways of recording our work, and explore different ways of explaining our mathematical reasoning. Through our topic work we will interpret and present data using bar charts, pictograms and tables. In map-work we will use mathematical vocabulary to describe position, direction and movement. We will look at different units of measurement and learn how to convert between them. We will also learn how to select the most appropriate method to use to solve word problems involving measures.

## **Knowledge and Understanding of the World**

By conducting a local area study, we will strive to ask and answer geographical questions about the physical and human characteristics of Hampton Lucy. We will explain our own views about the village, giving reasons for these views. To carry out our study we will be using aerial images and plan perspectives to recognize landmarks and basic physical features. We will use our historical understanding to describe changes that have happened in the locality of the school throughout history.

Through practical science work, we will explore and use classification keys to help us to group, identify and name a variety of living things found in our local environment. We look at some of the ways that environments can change and how this can sometimes pose dangers to living things. We will use keys and classification systems to identify and name a variety of plants and animals found in the local area.

## **Creative Development**

We will look at the work of Artists who use nature for inspiration. Focusing on our local area we will then make observations of natural objects and use these observations as the basis for our work. We will also explore the shapes and patterns found in some of the buildings within our local area. We will consider how these features tell us something about the purpose of the building. We will produce our own artwork inspired by these patterns, textures and shapes.

## **Spiritual, Moral, Social and Cultural Understanding**

As we explore our local area, we will find out about ideas of democracy, in particular, how we can participate in the local community and appreciate viewpoints different to our own. We will learn about the importance of respecting the law; understand how the local area is changing and investigate the moral and ethical issues playing out within the local community. We will consider why the local church is such an important public building and think about how other religious faiths are represented in our local area.

## **Physical Development**

By taking part in a carousel of different physical activities, we will aim to develop a range of practical skills in order to participate, compete and lead a healthy lifestyle. Skills developed will include: how to throw with accuracy to hit a target or cover a distance; develop proficiency in a variety of jumps, including both for distance and height; show an awareness of speed & pace in runs over short and longer distances; and work together as part of a team, including using changeovers in different relay games.