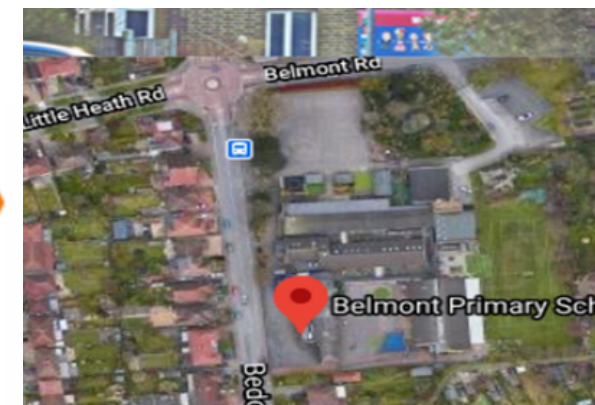


|                               |                        |
|-------------------------------|------------------------|
| <b>The History of Belmont</b> | <b>Year 3 Summer 1</b> |
|-------------------------------|------------------------|

|                         | Prior Knowledge  | New Knowledge  | Future Knowledge  |
|-------------------------|--|--|---|
| <b>History</b>          | Significant historical events, people and places in their own locality:<br>A short history of William Morris.<br>Famous local landmarks including Red House.<br>How the time in which Morris lived (Victorian period) differs to Modern life: e.g. homes, school. (Y1)   | A local history study – The history of Belmont:<br>Timeline of the history of the school site<br>Belmont as a Sanatorium<br>Belmont during WWII<br>Belmont as a School (how has schooling changed through modern history).   | WWI as a significant turning point in British History.<br>Causes of WWI – militarism, alliances, nationalism, and imperialism.<br>The changing role of women and the beginning of the suffrage movement.<br>Home front – how did life change for those in Britain?<br>Trench Warfare – the experience of soldiers. (Y6) |
| <b>Art &amp; Design</b> | Investigate different media creating different tones (light and dark) explore in a range of media not just pencils.<br>Use lines and marks to create patterns/textures from observations.<br>To select different brushes for texture and detail.<br>Introduce 'tints' by adding white and black to make lighter and darker. (Y2)   | To introduce the concept of scale and proportions.<br>To use and name different media predicting the results.<br>To use a range of thin and thick or fine brushes.<br>To achieve a two-toned colour.<br>To use colour mixing to graduate from one colour to another.   | To introduce the concept of perspective.<br>To show awareness of objects having a third dimension by introducing shade.<br>To apply colours to create tonal effect, pattern and texture.<br>To paint on a range of textures and surfaces. (Y4)  |
| <b>Geography</b>        | Can use world maps, atlases and globes to identify continents, oceans, the UK and other countries and oceans studied.<br>Can use simple compass directions to describe the locational features on a map and give simple directions or routes on map.<br>Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>Can draw a simple map, use and draw symbols in a key. (Y2) | Use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere.<br>Start to use a four-point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK.<br>Use fieldwork to observe, record and find the human and physical features of the local area using different methods, including maps and plans. | Can use maps atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere.<br>Can use a four-point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and areas studied. (Y4)                         |

| Key Questions  | Key Individuals   | Key Vocabulary  |
|--|---|---|
| What happened at Belmont before it became a school?<br><br>What is a sanatorium?<br><br>What led to Belmont becoming a school?<br><br>How has the school changed in this time?<br><br>Why is the history of Belmont important? | <b>Olive Coleman</b> - the first Headmistress of Belmont, in 1951.<br><br><b>Rita Sugden</b> - long-standing governor of Belmont Academy for over forty years.<br><br><b>Miss Childs</b> - current Head Teacher of Belmont Academy. | <b>Local community</b> - a group of interacting people living in a common location.<br><b>Sanatorium</b> - a medical facility for long-term illness, most typically associated with the treatment of tuberculosis in the late-nineteenth and early-twentieth century before the discovery of antibiotics.<br><b>Diphtheria</b> - a serious infection caused by strains of bacteria that make toxins.<br><b>Scarlet Fever</b> - an infectious bacterial disease affecting especially children, and causing fever and a scarlet rash.<br><b>V2 Rocket</b> - A long-range liquid-fuel rocket used by the Germans as a ballistic missile in World War II. |



**Curriculum Leaflet**

**Year 3 Summer 1**

**Year 3 will be exploring the topic: ‘The History of Belmont’. This unit of work will have a specific focus on developing the children’s knowledge, skills and understanding in History and Art.**

| Maths   | English  | Home  |
|---|--|---|
| <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise tenths.</li> <li>Count in tenths.</li> <li>Recognise tenths as decimals</li> <li>Place fractions on a number line</li> <li>Find fractions of sets of objects.</li> <li>Find equivalent fractions.</li> <li>Compare fractions.</li> <li>Order fractions</li> <li>Add and subtract fractions</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Count money in pounds and pence</li> <li>Convert pounds and pence</li> <li>Add money</li> <li>Subtract money</li> <li>Calculate change</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Months in a year</li> <li>Hours in a day</li> <li>Tell the time to the nearest five minutes</li> <li>Use AM and PM</li> <li>Find and compare durations of time</li> <li>Measure time in seconds</li> <li>Solve problems involving time</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Consolidate 3,4 and 8 times tables and their division facts.</li> </ul> | <p>We will be studying:</p> <p><b><i>Madame Pamplemousse and Her Incredible Edibles</i> by Rupert Kingfisher</b></p> <p><b>Genres</b></p> <p><b>Recipe Writing</b></p> <ul style="list-style-type: none"> <li>Identify features of instructional writing in recipes.</li> <li>Use bullet points to organise a list.</li> <li>Develop introductions to entice and inform the user.</li> <li>Locate and highlight adverbs and expanded noun phrases and consider the role of these in this type of text.</li> <li>Write a recipe for an Incredible Edible.</li> </ul> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Read and discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Create settings, characters and plot in narrative</li> <li>Write in third person with focus on accurate use of apostrophes and inverted commas for punctuating dialogue.</li> <li>Consider and use own ideas to plan and write an epilogue.</li> </ul> | <p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>Look at different types of clocks.</li> <li>Practise telling the time.</li> <li>Explore fractions in real-life, e.g. in cooking.</li> <li>Research the history of the school.</li> <li>Accessing weekly home learning tasks via Google Classroom</li> <li>Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>Reading daily at home</li> <li>Accessing MyMaths for weekly maths homework (KS2)</li> </ul> |