

**As writers, we will be writing about:**

- Information Text - How the First Nations used buffalo.
- Interview Transcript – Columbus ‘Discovers’ America
- Second Person Narrative – Battle of Little Bighorn
- Letter Writing - Chanie Wenjack
- Instruction Text – What to do in a volcanic eruption!



**Year 3 – The First Nations**  
(Geography Focus – Medium Term Plan)

**As geographers, we will be learning about:**

- Placing USA on a map and identifying its major cities.
- Identifying other countries in North/Central America.
- The different climate zones within the USA.
- Be able to find and locate a range of topographical features such as forests, mountains and lakes in the UK and USA. Children to understand the difference in size between the two.
- Compare the features of London to a New York. Looking at similarities and differences.
- Exploring why volcanoes happen, using case studies from the USA.
- The natural resources that the USA is able to provide.
- How time zones work across the world and how they are different within the USA.

**As historians, we will be learning about:**

- The contrasting way the buffalo was treated by Native Americans and European settlers.
- The colonisation of the USA by European settlers and the impact it had on the native population (Christopher Columbus – was he a great explorer?).
- Reservations (very different to their previous lives) and assimilation.

**As scientists, we will be learning about:**

**Rocks:**

- Comparing and grouping different types of rocks by appearance and properties.
- How fossils are formed.
- How soils are made from rocks and organic matter.

**Materials**

- Identifying and comparing the suitability of a variety of everyday materials for particular uses
- Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**As mathematicians, we will be learning about:**

- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Recall and use multiplication and division facts for the 1 - 10 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using Mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

**Non-topic based subjects**

**Art and DT** – Creating a copy of a totem pole using Papier-mâché.

**Levers and Linkages** (Enterprise Week)

**Computing** – Programming: Scratch

**Music** – Bringing us Together – Disco

**PE** – Gymnastics and Invasion Games

**PSHE** – Celebrating Difference/

**RE** – Christian Bible & Stories of Jesus

**Key Vocabulary**

Topographical	indigenous
Volcano	native
Lava	tribe
Tectonic plates	assimilation
Forest	reservation
Mountains	colony/ isers
Lakes	settlers

**In George Spicer Reads we will be reading:**



**Key Skills:**

Clarifying  
Inference  
Retrieval

Our Global Goal focus for this topic will be:  
**10: Reduced Inequalities**  
Why was the USA colonised? How can the USA reduce the inequalities for Native Americans still living there today?

Our RRS Strand focus for this topic will be:  
**Article 30: Minority Culture, Language and Religion**  
How did the colonisation of the USA by European settlers impact the native population?  
How was Native American culture diminished and disrespected by propaganda?