

Year group: 3

Term: Summer 1

Topic: Climate and Climate Zones



Literacy

Book talk

Book: The Boy Who Biked the World: On the Road to Africa: Part One: On the Road to Africa

Author: Alastair Humphreys

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads independently by predicting what might happen from details stated.
- Retrieve and record information from non-fiction.

Writing

Writing Genre: Information text

Immerse

- To generate vocabulary that describes and specifies.

Analysis

- To identify language and layout features of an information text.

Skills

- To use subordinating conjunctions to expand ideas.
- To use co-ordinating conjunctions to link ideas.
- To write in the present perfect tense.
- To spell words that end with the suffix –est.

Plan

- To plan and draft an information text around a theme.

Write

- To write an information text featuring subordinating conjunctions to expand ideas.
- To write an information text featuring co-ordinating conjunctions to link ideas.
- To write an information text in the present perfect tense.
- To write an information text featuring words that end in the suffix –est.

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Writing Genre: Recount- journalist writing

Immerse

- To generate vocabulary that describes and specifies.
- To identify the difference between fact and opinion.

Analysis

- To identify layout and language features of a newspaper.

Skills

- To use adverbs to express time, place and cause.
- To write in the present perfect tense.
- To use prepositions to express time, place and cause.
- To spelling words using the suffix –ssion.

Plan

- To plan and draft a newspaper around a theme.

Write

- To write an introductory paragraph for a newspaper featuring adverbs.
- To write a newspaper article in the present perfect tense.
- To write the concluding paragraph for a newspaper featuring prepositions.

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Assessed writing opportunity: information text

Creative writing opportunities: fantasy narrative

Maths

Angles and shape:

Pupils will learn:

- To know that an angle is formed where lines meet and that angle is also a measure of turn

- To identify angles in 2D shapes
- To recognise the relationship between right angles and quarter, half, three-quarter and full turns
- To identify acute and obtuse angles
- To draw a line that is perpendicular to a given line
- To identify is perpendicular lines
- To know that all rectangles have four straight sides and four right angles
- To identify pairs of perpendicular line
- To make, draw and describe 2-D shapes using their properties
- To draw 2-D shapes from given properties
- To make and describe 3D Shapes
- To recognise shapes with reflective symmetry

Measure:

Pupils will learn:

- To read measurements from weighing scales with different intervals
- To use mixed units to weigh and compare mass
- To estimate the mass of an object
- To read scales to measure volume
- To use measuring containers to measure and compare capacity in mixed units
- To estimate the capacity of a container
- To use bar modelling to represent addition and subtraction word problems
- To use bar modelling to represent measure problems and solve them using addition or subtraction
- To use bar modelling to represent multiplication and division word problems
- To use bar modelling to represent measure problems and solve them using multiplication or division
- To apply knowledge and understanding of measures to solve real-world problems.

Times tables focus: 8 times table

Arithmetic focus: multiplication and fractions

Science

Plants-Needs for survival:

Pupils will know and understand:

- All plants need five things for life: light, water, air, nutrients, and space to grow.
- Plants can grow in many different places, inside and outside
- The main parts of a flowering plant are flowers, leaves, a stem, and roots.
- Roots anchor a plant into the ground, which stops it blowing away.
- Roots take in water and nutrients from the soil.

- Different plants have different roots depending on the soil they grow in.
- Roots are covered in tiny hairs, which help them absorb water from the soil.
- A stem transports water and nutrients from the roots to the rest of the plant in vessels.
- A stem supports the plant and holds the leaves towards the light.
- Living things that make their own food are called producers.
- Plants can produce their own food using their leaves. This process is called photosynthesis.
- Plants need sunlight to make food.
- Flowers are an important part of plant reproduction.
- Flowers have male parts that produce pollen.
- Flowers have a female part that produces ovules (eggs).
- Pollination is the process by which pollen is transferred from an anther to a stigma.
- Fertilisation is when the pollen and ovule join together.
- There are five stages in the life cycle of a plant: germination, growing and flowering, pollination, fertilisation and seed formation, and seed dispersal.
- Germination is the stage where a seed starts to grow into a plant.
- Seeds are dispersed (spread) away from the parent plant so they have space to grow.
- There are six main ways seeds are dispersed: wind, water, carried by animals, eaten by animals, explosion, and drop and roll.

Working scientifically:

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

Pupils will learn:

- What a plant needs to grow
- Why plants have roots
- Why plants have stems
- Why plants have leaves
- What the main parts of the flower are
- What the life cycle of a flowering plant is

History

Geography

Climate and Climate Zones:

Pupils will know and understand:

- Climate is the average or long-term weather of a place.
- Rainfall can be measured and recorded using a rain gauge.
- Temperature can be measured to see how hot or cold it is, using a thermometer.

- 'Climate' means what the temperature and rainfall is usually like in a place.
- Places near the Equator are hot and wet.
- Places along the Tropics are dry all year.
- Places get colder as you move from the Tropics to the Poles.
- Polar climate zones are the coldest. They are found at the top and bottom of the Earth, the furthest away from the Equator.
- There is very little rain in a polar climate zone.
- Subpolar zones are slightly warmer than polar zones, and have more rain, although still very little.
- Arid climate zones are the hottest on Earth.
- Temperate climate zones are located north or south of the subpolar zones.
- Temperate zones have four different seasons.
- Mediterranean zones are located nearer to the Equator than the temperate zones.
- Mediterranean zones have two seasons, and dry, very warm summers, and cool, wet winters.
- Tropical climate zones are located either side of the equatorial climate zones.
- Tropical climate zones have two very different seasons: a rainy season and a dry season.
- Equatorial climate zones are found along the Equator.
- Equatorial climate zones are hot and humid all year round.
- A weather station can be used to find out about the weather in a local area.
- Weather data can be plotted on different types of graph or chart.
- Weather varies across the UK, as well as across the world.
- Weather from different areas can be compared.

Pupils will learn:

- What the weather is like in your local area
- How the climate is different around the world
- What polar and subpolar climate zones are like, compared to arid climate zones
- What temperate and Mediterranean climate zones are like
- What tropical and equatorial climate zones are like
- What the weather and climate is like in the UK

Art

Drawing: developing drawing skills

Pupils will know and understand:

- Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- Line: Using different tools or using the same tool in different ways can create different types of lines.
- Pattern: Surface rubbings can be used to add or make patterns.
- Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Tone:

- That 'tone' in art means 'light and dark'
- Shading helps make drawn objects look realistic.
- Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Making skills:

- How to use shapes identified within in objects as a method to draw.
- How to create tone by shading.
- How to achieve even tones when shading.
- How to make texture rubbings.
- How to create art from textured paper.
- How to hold and use a pencil to shade.
- How to tear and shape paper.
- How to use paper shapes to create a drawing.
- How to use drawing tools to take a rubbing.
- How to make careful observations to accurately draw an object.
- How to create abstract compositions to draw more expressively.

Knowledge of artists:

- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.

Evaluating and analysing:

- People use art to help explain or teach things.
- People make art to explore big ideas, like death or nature.

Pupils will learn:

- To recognise how artists use shape in drawing.
- To develop shading skills and use them to blend tones.
- To use careful observation for adding detail to drawings.
- To use line, shape and tone in an imaginative drawing.
- To explore digital media techniques to develop drawings.

Design Technology

Computing

iconnect

Pupils will know and understand:

- To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- To learn about the internet and World Wide Web.

	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand that the internet is many computers that are connected. • To use basic navigation skills to browse the world wide web. • To know the main features of web browsers. • To understand how to find information using a search engine. • To know the basic steps that can help distinguish safe and credible websites. • To understand that copyright is an author's right of ownership and it is illegal to steal other people's material.
PE	<p><u>Tennis</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Physical skills: forehand, backhand, throwing, catching, rallying, balancing, running • Social skills: co-operation, respect, support and encouragement • Emotional skills: honesty and perseverance • Cognitive: comprehension, decision making, selecting and applying rules, using tactics and reflecting. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To develop racket and ball control • To explore rallying using a forehand. • To explore returning the ball using a forehand. • To explore returning the ball using a backhand • To learn how to score and use simple rules. • To work co-operatively with others to begin to manage a game.
French	<p><u>French Transport:</u></p> <p>Pupils will know and understand:</p> <p>Phonics</p> <ul style="list-style-type: none"> • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. • To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert; the e at the end of m'appelle and the s at the end of t'appelles and pas are silent, as is the d in grand. <p>Grammar</p> <ul style="list-style-type: none"> • To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often (but not always) end in 'e'.

- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux**
- To know that when a preposition and a definite article are contracted this indicates a place: **au/à la/aux.**
- To know that there are high frequency verbs **s'appeler, avoir, être** and **aller** that are used to formulate and answer questions.
- To know that **je/j'**, and **tu** are subject pronouns.
- To know that **il y a** is used to say 'there is/are.'
- To know that **en** is usually used as a preposition when the mode of transport is something you get into e.g. **en** voiture, whereas **à** is usually used when you are not getting into a form of transport e.g. **à pied** which means 'on foot'.
- To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi.**
- To know that accents in French can change the sound of a letter

Cultural awareness

- To know the names and locations of some of the cities in France.
- To know that French is spoken in different countries around the world.

Pupils will learn:

- To be able to compare French with English and identify words that are cognates.
- To make changes to simple phrases and perform a song to an audience.
- To be able to adapt, ask and answer questions about a picture prompt.
- To be able to describe a journey to different French-speaking countries around the world.
- To be able to conduct a survey in French and select an appropriate method to present the results.

Music

Instrumental: Ukulele

Pupils will know and understand:


1. Instrument Knowledge

- Know the parts of the ukulele (e.g., body, neck, frets, strings, tuning pegs).
- Understand that the ukulele is part of the string family and is often used in folk, pop, and Hawaiian music.
- Know how to tune the ukulele (G-C-E-A), even if not yet able to do it independently.

2. Chord Knowledge

- Know how to read and play basic chord diagrams (C, F, Am).
- Understand that a chord is made by playing more than one note at the same time.
- Know that chords support the harmony of a piece of music.

3. Rhythm and Pulse

- Know the difference between pulse (steady beat) and rhythm (pattern of sounds).
- Know how to strum a steady beat in 4/4 time.
- Understand the basic value of crotchets (quarter notes), quavers (eighth notes) and rests in rhythms. 

4. Pitch and Melody

- Understand that pitch refers to how high or low a sound is.

- Know how to play open strings and basic fretted notes (e.g., on the A string: 0, 1, 3).
- Recognise that moving fingers along the fretboard changes the pitch.

5. Musical Notation

- Know how to interpret simple chord symbols (C, F, Am) and chord diagrams.
- Be introduced to tablature (tab) as a way of showing where to place fingers on strings.
- Understand basic graphic notation and how it can represent rhythm and pitch.

6. Listening and Musical Elements

- Know that dynamics means volume (loud/soft) and tempo means speed (fast/slow).
- Understand the role of the ukulele in ensemble and solo performance.
- Recognise and describe some different styles of ukulele music, e.g., Hawaiian, pop, or folk.

7. Ensemble Awareness

- Know that playing music together requires listening, timing, and teamwork.
- Understand basic rehearsal and performance etiquette (e.g., starting and ending together, listening to others).

Pupils will learn:

1. Instrumental Performance (Ukulele Focus)

- Hold and play the ukulele correctly using good posture and hand position.
- Strum open strings and begin to use basic chords (e.g., C major, F major, and Am).
- Change between two chords with some fluency to accompany simple songs.
- Keep a steady pulse while playing simple rhythms and songs.
- Play simple melodic patterns using single open strings or fretted notes.

2. Listening and Appraising

- Recognise and describe the sound of the ukulele in recorded music.
- Listen to and internalise rhythms before playing them on the ukulele.
- Identify changes in pitch, dynamics and tempo in ukulele-based or ensemble music.

3. Musical Notation and Understanding

- Read simple chord diagrams and understand the strings and frets of the ukulele.
- Follow graphic or staff notation to perform simple rhythms or melodies.
- Understand basic musical symbols such as repeat signs, bar lines, and dynamics (e.g., loud/quiet).

4. Improvisation and Composition

- Create short rhythmic patterns using body percussion or ukulele strumming.
- Improvise simple melodies on one or two strings using open and fretted notes.
- Compose short pieces using known chords and rhythms, possibly with lyrics.

	<p>5. Singing and Playing Together</p> <ul style="list-style-type: none"> • Sing simple songs in tune while playing a chordal accompaniment on the ukulele. • Play as part of a group keeping in time with others. • Follow a conductor or musical cues to start, stop or change dynamics. <p>6. Evaluation and Reflection</p> <ul style="list-style-type: none"> • Evaluate their own playing, identifying strengths and areas to improve. • Give constructive feedback to peers using musical vocabulary. • Set personal goals for improving ukulele skills over the term.
RSE	<p><u>Keeping Safe:</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • NSPCC Share Aware programme, introducing the digital world as one that children need to take steps to stay safe in, just like the real world. • How quickly things can be shared around the world online, including photos, passwords and other personal information. • Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe • Discussing steps children need to take to stay safe online. • What physical contact is appropriate and inappropriate. • Pupils will learn some key information and facts about drugs, alcohol and tobacco, with input from animated expert Dr Datfa. • The teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God’s creation. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances. • Pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. • Pupils will role play some ‘Child of Courage’ style scenarios in which children save lives, with Dr Datfa featuring as host. • Children will learn that they don’t need to feel afraid, because God holds us up and gives us strength. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • Sharing online • Chatting online • Safe in my body • Drugs, alcohol and tobacco • First aid heroes
Immersive Events/Visits/Vistors etc	<ul style="list-style-type: none"> • Author events • Literacy showcase