

Year 3: Summer
How can we help protect our planet?

Art and Design
Art: Colour Wheel and nature
Complete their colour wheel
Create a painting of an endangered habitat
DT: Waterproof shelter
Design and create a water-proof shelter using non-electric tools safely.

Geography
The World:
South America
Rainforests
Tropical Climates
Human and Physical Features

History
Non-European society that provides contrasts with British history: The Mayans

Literacy
Writing a setting description inspired by *Charlie and The Chocolate Factory*.
Story, speech and letter writing.
Creating a poster to promote an ethical product.

PSHE
To be able to discuss issues about health.
To use some skills such as active listening and communication skills.
To understanding that rules and laws keep people safe.
To learn ways of managing money.

Music
Compose a musical soundscape of the rainforest

Computing
Emailing thank you messages for the trip.
Program a marker to travel around Europe and record the route.

Maths
Estimating time
Reading time to the nearest minute
Comparing durations of time
Perimeter of 2D shapes
Add and subtract units of measure (length, height, capacity, mass, temperature)

Science
Plants in a rainforest
The environmental impact of deforestation
Light and darkness in a rainforest

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Writing

Planning

- ✓ Discuss writing similar to that which they are planning to write to learn from its structure, vocab and grammar.
- ✓ Record ideas to inform own compositions (i.e. in the magpie books).

Draft and Write

- ✓ Composing and rehearsing sentences orally (including dialogue) and reflecting on vocabulary choices for effectiveness of achieving purpose.
- ✓ Structure paragraphs around a theme/topic.
- ✓ Use preposition phrases and adverbials and conjunctions to express time and cause.
- ✓ In narratives, create and describe settings and characters and devise plots through:
- ✓ Innovating on shared vocabulary choices that suit purpose.
- ✓ Using expanded noun phrases and preposition phrases.
- ✓ Describing characters in terms of appearance and behaviour.
- ✓ Creating a beginning, middle and end.
- ✓ In non-fiction, use Standard written English.
- ✓ Choose nouns appropriately for clarity, cohesion & avoid repetition.

Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.
- ✓ Reading their work aloud using intonation and voice control for clarity of meaning.

Grammar

Be able to identify and use:

- ✓ Conjunctions (e.g. *when, before, after, while, so, because*) adverbs (e.g. *Then, next, soon*) and prepositions (e.g. *Before, after, during*) expressing time or cause.
- ✓ Use the present perfect tense.
- ✓ Coordinating and subordinating conjunctions.
- ✓ Phrases, clauses and subordinate clauses.
- ✓ Direct speech and inverted commas.

Reading

- ✓ Identify how language and presentation contributes to meaning
- ✓ Discuss words that capture the reader's interest.
- ✓ Infer feelings, thoughts & motives of characters and link to the text using evidence.
- ✓ Read own writing aloud using appropriate intonation, tone and volume.
- ✓ Use age-appropriate dictionaries to check the meaning of words.
- ✓ Retrieve key information from non-fiction.
- ✓ Apply some of their growing knowledge of root words, prefixes and suffixes to read aloud and understand new words.
- ✓ Identify conventions of stories and basic themes.
- ✓ Discuss books they read and have read to them, taking turns and listening to others.
- ✓ Summarise main ideas from a paragraph.
- ✓ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- ✓ Predict what might happen from details stated.
- ✓ Ask questions to improve understanding of a text.
- ✓ Discuss a wide range of fiction, poetry, plays, non-fiction (ongoing)

Key vocabulary: intonation, summarise, convention, theme, context, prediction/predict, subordinating conjunction, present perfect, conjunction, cause.

Mathematics

Geometry and Measure

- ✓ Tell and write the time from an analogue clock, including using **Roman numerals from I to XII**, and 12-hour and 24-hour clocks
- ✓ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of **seconds, minutes, hours and o'clock**; use vocabulary such as **a.m./p.m., morning, afternoon, noon and midnight**
- ✓ Compare durations of events, for example to calculate the time taken by particular events or tasks
- ✓ Measure, compare, add and subtract: **lengths (m/cm/mm): mass (kg/g); volume/capacity (l/ml)**
- ✓ Measure **perimeter** of simple 2D shapes

Statistics

- ✓ Interpret and present data using bar charts, pictograms and tables
- ✓ Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

Essential Knowledge

- ✓ know the number of seconds in a minute and the number of days in each month, year and leap year
- ✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Key vocabulary: roman numerals, seconds, minutes, hours, a.m./p.m., morning, afternoon, noon and midnight, month, year, leap-year, perimeter

3 timestable	4 timestable	8 timestable
1 x 3 = 3	1 x 4 = 4	1 x 8 = 8
2 x 3 = 6	2 x 4 = 8	2 x 8 = 16
3 x 3 = 9	3 x 4 = 12	3 x 8 = 24
4 x 3 = 12	4 x 4 = 16	4 x 8 = 32
5 x 3 = 15	5 x 4 = 20	5 x 8 = 40
6 x 3 = 18	6 x 4 = 24	6 x 8 = 48
7 x 3 = 21	7 x 4 = 28	7 x 8 = 56
8 x 3 = 24	8 x 4 = 32	8 x 8 = 64
9 x 3 = 27	9 x 4 = 36	9 x 8 = 72
10 x 3 = 30	10 x 4 = 40	10 x 8 = 80
11 x 3 = 33	11 x 4 = 44	11 x 8 = 88
12 x 3 = 36	12 x 4 = 48	12 x 8 = 96

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<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ Locate countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Key vocabulary: Hemisphere, continent, country, climate, rainforest, equator</p> <p><u>Place</u></p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America ✓ identify the position and significance of the Prime/Greenwich Meridian and time zones <p>Key vocabulary: same, different, climate, landscape</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary to refer to the Tropical Rainforests <p>Key human vocabulary: resources, energy, natural, minerals</p> <p>Key physical vocabulary: climate zone, canopy, humidity</p>	<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Research of the time 200-900AD ✓ Timelines detailing the creation and decline of the Mayan civilisation <p>Key vocabulary: civilisation, AD, Mesoamerica, settlements, indigenous, nobility, rainforest, pyramids, city states</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> ✓ Analyse artefacts, monuments and hieroglyphics ✓ Identify what was considered significant to the Mayan society –how has this changed to modern society? ✓ Recognise similarities and differences between this time and the present day <p>Key vocabulary: monuments, hieroglyphics, society, culture/cultural, economic, royalty, hierarchy, ruler, sacrifice</p> <p><u>Change and continuity:</u> Discuss how the past has influenced the present and how the present will shape the future</p> <p>Key vocabulary: architecture, astronomy, astrology, calendar</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw simple conclusions as to why change has happened <p>Key vocabulary: question words “who, what, why, when, where, how”</p> <p><u>Empathy and understanding</u></p> <ul style="list-style-type: none"> ✓ Critique the end of the Mayan civilisation – what lessons can we learn from this? <p>Key vocabulary: empathy, sympathy, decline, dissolution</p> <p><u>Historical enquiry and forming conclusions from a variety of sources</u></p> <ul style="list-style-type: none"> ✓ Examine the importance of archaeological discoveries ✓ Debate and collate evidence to explain what could have caused the decline of the Mayan civilisation <p>Key vocabulary: drought, sustainability, warfare</p>	<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to a rainforest soundscape. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn to sing songs inspired by the natural world (e.g. Bob Marley’s 3 Little Birds, Yellow Bird) to perform at the Highwood Summer Picnic. <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Experiment with, create and select different sounds that reflect the sounds of the rainforest ✓ Compose music to create a rainforest soundscape. <p>Key vocabulary: Soundscape, pulse, rhythm, ostinato</p>
<p>Science</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ✓ Identify various rainforest plant species ✓ Investigate why these plants are suitable to grow in the rainforest ✓ Investigate the impact of deforestation on the environment <p>Key vocabulary: carnivorous plants, heliconia, orchids, bromeliad, cacao, poinsettia, Brazil nut tree, acacia, destroy, threaten, endanger, survival, extinct, deforestation</p> <p><u>Light</u></p> <ul style="list-style-type: none"> ✓ Know that light is a form of energy ✓ Understand that dark is the absence of light ✓ Notice that light is reflected from surfaces ✓ Explore light and darkness in a rainforest ✓ Recognise and describe the different layers of a rainforest ✓ Investigate how light affects the type of plant species that grow at different layers of the rainforest <p>Key vocabulary: reflective, shadow, indigenous, forest floor, understory, canopy, emergent</p>	<p>Art</p> <p><u>Media:</u> Painting</p> <p><u>Appreciation:</u></p> <p>Artist: Van Gogh</p> <ul style="list-style-type: none"> ✓ To describe how a piece of art makes you feel giving reasons ✓ To create art work in the same style as an artist <p><u>Skills:</u></p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> ✓ To explore the effect on paint of adding water, glue, sand and saw dust <p>Investigating and making art:</p> <ul style="list-style-type: none"> ✓ To mix colours using knowledge of primary and secondary colours ✓ To use different types of brushes for a specific effect <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> ✓ To identify similarities and differences between own work and others ✓ To identify aspects that could be improved and suggest solutions <p>Key vocabulary: Brush, effect, primary, secondary, tertiary colours, wash, stroke, mixing, tones, feelings</p>	<p><u>Computing</u></p> <p><u>Digital Literacy – Networks</u></p> <ul style="list-style-type: none"> ✓ Prepare the message ✓ Create a new email ✓ Enter the sending information accurately ✓ Sending an email <p><u>Computer Science – Programming</u></p> <ul style="list-style-type: none"> ✓ Identify commands needed to create the algorithm ✓ Debug algorithm <p><u>Computer Science – Logical reasoning</u></p> <ul style="list-style-type: none"> ✓ Explain what a command will achieve ✓ Explain what the algorithm will achieve ✓ Adapt the algorithm based on an understanding of errors <p>Key vocabulary: Message, email, sending, accurate, create, commands, algorithm, debug, adapt, logical reasoning</p>
<p>RE</p> <p><u>Humanism:</u></p> <ul style="list-style-type: none"> ✓ Explore how different cultures and religions celebrate life and death <p><u>Christianity:</u></p> <ul style="list-style-type: none"> ✓ Understand why baptism and marriage are important to Christians <p>Key vocabulary: Cultures, life, death, celebrations, baptism, christening, marriage, wedding</p>	<p>DT</p> <p><u>Research:</u></p> <ul style="list-style-type: none"> ✓ Materials which can be used to create a safe house for an animal ✓ Which tools will be needed to create an animal house <p><u>Design:</u> As a team design an animal house and argue on materials</p> <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Work as a team to build the animal house for one of the animals which may come into the forest area. Use the tools safely and independently <p>Key vocabulary: materials, wood, tools, nails, safely, teamwork, woodland animals, dry, warm, safe</p>	<p><u>Outdoor Learning</u></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> ✓ Research water-proof shelters and camping equipment. ✓ Find out about the equipment used to create water-proof shelters. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Design a water-proof shelter, given specific set of criteria. ✓ Label designs with materials and measurements. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ Build a water-proof shelter using chosen materials and tools. ✓ Use non-electric tools safely. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Evaluate effectiveness of our shelters in rainy conditions. ✓ Propose improvements if necessary. <p>Key vocabulary: Evaluate, design, create, suitable, justify, material, effective, purpose, porous, permeable, water-proof, water-resistant, safety, instructions.</p>
<p>MFL</p> <p><u>Oracy</u> – Perform simple communicative tasks using single words, phrases and short sentences</p> <p><u>Literacy</u> – Experiment with the writing of simple words</p> <p><u>Intercultural understanding:</u> - Identify social conventions at home and in other cultures</p> <p>Key vocabulary: See homework Books for full list of vocabulary and translations.</p>	<p>PSHE</p> <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> ✓ Rights and responsibilities ✓ Money ✓ Taking care of environment <p>Key vocabulary: rules, discussion, bullying, decisions, communities, values, resources.</p>	
<p>PE</p> <ul style="list-style-type: none"> ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics ✓ Catching/Throwing/Target/Striking/Strategy – Cricket 		



How can we help protect our planet?

Science

Rainforest Layers



Poinsettia



Cacao Bean



Heliconia



Brazil Nut



History



Maya God



Kukulchan Temple

hieroglyph



PRONUNCIATION: juun
DEFINITION: book

hieroglyph



PRONUNCIATION: chok
DEFINITION: to scatter

Geography

Continent

A land mass made up of several countries.

Country

A territory with its own government.

Capital City

A city a government is based in.



Key Vocabulary

Hemisphere (Geography) — Half of a sphere. People use the word to describe one half of the Earth.

Rainforest (Geography) — A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall.

Climate (Geography) — Climate is the different weather conditions of an area over a long period of time .

Deforestation (Science) — when forests are destroyed by cutting and not replanted.

Endanger (Science) — any type of plant or animal that is in danger of disappearing forever.

Survival (Science) — When someone or something continues to exist despite difficult circumstances.

Extinct (Science) — No longer exists

Indigenous (History) — The first people who lived in any region.

Sustainability (History) —providing for the best for people and the environment both now and in the indefinite future