

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

**Art and Design**  
Art: Mixed Media collage of a rainforest animal  
DT: Shadow Puppets  
Design and create a shadow puppet with one moving element

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

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

**Literacy**  
Writing a character description and story based on the The Great Kapok Tree.  
Create a Poem inspired by 'Has anyone seen my rainforest?'  
Write a speech that answers the key question based on the knowledge they have acquired over the term.

**PSHE**  
To value the different contributions that people and groups make to the community  
To look at human impact on the environment.  
To learn ways of managing money.

**Science**  
Functions of parts of plants  
The environmental impact of deforestation  
Light and darkness in a rainforest

**Maths**  
Fractions  
Money  
Time  
Shape  
Statistics

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

**Music**  
Compose a musical soundscape of the rainforest

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

### Writing

- ✓ Use prefixes and suffixes and understand how to add them.
- ✓ Spell homophones and words that are often misspelt.
- ✓ Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g children's].
- ✓ Use the first two or three letters of a word to check its spelling in a dictionary.
- ✓ Write from memory simple sentences which have spellings and punctuation taught so far.
- ✓ Write by organising paragraphs around a theme.
- ✓ Discuss a model text to select the appropriate structure, vocabulary and grammar in their own writing.
- ✓ Write narratives which create settings, characters and plot using appropriate features.
- ✓ Extending the range of sentences with more than one clause by using a wider range of conjunctions (because, when, if, although).
- ✓ Use and understand the grammatical terminology accurately and appropriately when discussing writing.
- ✓ Using and punctuating direct speech accurately.
- ✓ Using commas after fronted adverbials.
- ✓ Plan by discussing and recording ideas.
- ✓ Draft ideas for writing by composing and rehearsing sentences orally (including dialogue).
- ✓ Draft writing by orally building varied and rich vocabulary and an increasing range of sentence structures.
- ✓ Using appropriate conjunctions, adverbs and prepositions in writing to express time and cause.
- ✓ Make vocabulary choices for readers to interpret their own meaning. E.g. similes, metaphors
- ✓ Use the diagonal and horizontal strokes that are needed to join letters.
- ✓ Increase the legibility, consistency and quality of handwriting.
- ✓ Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
- ✓ In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- ✓ Using fronted adverbials in writing to provide more detail for the reader.
- ✓ Writing in the present perfect form of verbs in contrast to the past tense.
- ✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- ✓ Publish written pieces in an appropriate context, including some amendments made during editing.

### 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

#### Fractions

- ✓ add and subtract fractions with the same denominator within one whole [for example,  $5\frac{7}{10} + 1\frac{7}{10} = 6\frac{7}{10}$ ]
- ✓ solve problems that involve all of the above
- ✓ Find unit fractions of quantities using known division facts (multiplication tables fluency)  
Add and subtract fractions with the same denominator, within 1

#### Measurement

- ✓ add and subtract amounts of money to give change, using both £ and p in practical contexts
- ✓ 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 and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- ✓ know the number of seconds in a minute and the number of days in each month, year and leap year
- ✓ compare durations of events [for example to calculate the time taken by particular events or tasks]

#### Geometry

- ✓ draw 2-D shapes
- ✓ make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- ✓ recognise angles as a property of shape or a description of a turn
- ✓ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- ✓ identify horizontal and vertical lines and pairs of perpendicular a
- ✓ Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations
- ✓ Draw polygons by joining marked points, and identify parallel and perpendicular sides

#### Statistics

- ✓ interpret and present data using bar charts, pictograms and tables
- ✓ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

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

<p><b>Geography</b></p> <p><u>Locations</u></p> <ul style="list-style-type: none"> <li>✓ Locate countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><b>Key vocabulary:</b> Hemisphere, continent, country, climate, rainforest, equator</p> <p><u>Place</u></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ identify the position and significance of the Prime/Greenwich Meridian and time zones</li> </ul> <p><b>Key vocabulary:</b> same, different, climate, landscape</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> <li>✓ Use geographical vocabulary to refer to the Tropical Rainforests</li> </ul> <p><b>Key human vocabulary:</b> resources, energy, natural, minerals</p> <p><b>Key physical vocabulary:</b> climate zone, canopy, humidity</p>	<p><b>History</b></p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> <li>✓ Research of the time 200-900AD</li> <li>✓ Timelines detailing the creation and decline of the <b>Maya civilisation</b></li> </ul> <p><b>Key vocabulary:</b> 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"> <li>✓ Analyse artefacts, monuments and hieroglyphics</li> <li>✓ Identify what was considered significant to the Maya society –how has this changed to modern society?</li> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> 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><b>Key vocabulary:</b> architecture, astronomy, astrology, calendar</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p><u>Empathy and understanding</u></p> <ul style="list-style-type: none"> <li>✓ Critique the end of the Maya civilisation – what lessons can we learn from this?</li> </ul> <p><b>Key vocabulary:</b> 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"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Debate and collate evidence to explain what could have caused the decline of the Maya civilisation</li> </ul> <p><b>Key vocabulary:</b> drought, sustainability, warfare</p>	<p><b>Music</b></p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> <li>✓ Listen and respond to a rainforest soundscape.</li> </ul> <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> <li>✓ Experiment with, create and select different sounds that reflect the sounds of the rainforest</li> <li>✓ Compose music to create a rainforest soundscape.</li> </ul> <p><b>Key vocabulary:</b> Soundscape, pulse, rhythm, ostinato</p>
<p><b>Science</b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>✓ Identify functions of parts of flowering plants</li> <li>✓ Investigate how water is transported in plants</li> <li>✓ Investigate the impact of deforestation on the environment</li> </ul> <p><b>Key vocabulary:</b> 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"> <li>✓ Know that light is a form of energy</li> <li>✓ Understand that dark is the absence of light</li> <li>✓ Notice that light is reflected from surfaces</li> <li>✓ Explore light and darkness in a rainforest</li> <li>✓ Recognise and describe the different layers of a rainforest</li> <li>✓ Investigate how light affects the type of plant species that grow at different layers of the rainforest</li> </ul> <p><b>Key vocabulary:</b> reflective, shadow, indigenous, forest floor, understory, canopy, emergent</p>	<p><b>Art</b></p> <p><u>Media:</u> Paper and paste - collage</p> <p><u>Appreciation:</u></p> <p>Artist: Eduardo Kobra</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> </ul> <p><u>Skills:</u></p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> <li>✓ To explore the effect of layering tissue paper to mix colours</li> </ul> <p>Investigating and making art:</p> <ul style="list-style-type: none"> <li>✓ To mix colours using knowledge of primary and secondary colours</li> <li>✓ To experiment with different ways of cutting tissue paper</li> </ul> <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> <li>✓ To identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b> Layering, tissue paper, texture, smooth, transparent, shape form, technique, torn, cut</p>	<p><b>Computing</b></p> <p><u>Digital Literacy – Networks</u></p> <ul style="list-style-type: none"> <li>✓ Prepare the message</li> <li>✓ Create a new email</li> <li>✓ Enter the sending information accurately</li> <li>✓ Sending an email</li> </ul> <p><u>Computer Science – Programming</u></p> <ul style="list-style-type: none"> <li>✓ Identify commands needed to create the algorithm</li> <li>✓ Debug algorithm</li> </ul> <p><u>Computer Science – Logical reasoning</u></p> <ul style="list-style-type: none"> <li>✓ Explain what a command will achieve</li> <li>✓ Explain what the algorithm will achieve</li> <li>✓ Adapt the algorithm based on an understanding of errors</li> </ul> <p><b>Key vocabulary:</b> Message, email, sending, accurate, create, commands, algorithm, debug, adapt, logical reasoning</p>
<p><b>RE</b></p> <p><u>Humanism:</u></p> <ul style="list-style-type: none"> <li>✓ Explore how different cultures and religions celebrate life and death</li> </ul> <p><u>Christianity:</u></p> <ul style="list-style-type: none"> <li>✓ Understand why baptism and marriage are important to Christians</li> </ul> <p><b>Key vocabulary:</b> Cultures, life, death, celebrations, baptism, christening, marriage, wedding</p>	<p><b>Art</b></p> <p><u>Media:</u> Paper and paste - collage</p> <p><u>Appreciation:</u></p> <p>Artist: Eduardo Kobra</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> </ul> <p><u>Skills:</u></p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> <li>✓ To explore the effect of layering tissue paper to mix colours</li> </ul> <p>Investigating and making art:</p> <ul style="list-style-type: none"> <li>✓ To mix colours using knowledge of primary and secondary colours</li> <li>✓ To experiment with different ways of cutting tissue paper</li> </ul> <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> <li>✓ To identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b> Layering, tissue paper, texture, smooth, transparent, shape form, technique, torn, cut</p>	<p><b>Outdoor Learning</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Materials which can be used to create a safe house for an animal</li> <li>✓ Which tools will be needed to create an animal house</li> </ul> <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"> <li>✓ 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</li> </ul> <p><b>Key vocabulary:</b> materials, wood, tools, nails, safely, teamwork, woodland animals, dry, warm, safe</p>
<p><b>MFL</b></p> <p><u>Oracy –</u></p> <ul style="list-style-type: none"> <li>✓ Say key vocabulary (I would like, body parts, ice cream, LRRH story)</li> <li>✓ Ask for something politely in French</li> <li>✓ Listen to a traditional tale in French</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>✓ Read and spell body parts accurately</li> </ul> <p><u>Intercultural understanding:</u></p> <ul style="list-style-type: none"> <li>✓ Listen to a traditional tale in French</li> </ul> <p><b>Key vocabulary:</b> ice cream flavours, I would like, LRRH, body parts</p>	<p><b>PSHE</b></p> <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> <li>✓ How do I become a responsible citizen?</li> </ul> <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> <li>✓ How do I become a confident citizen?</li> </ul> <p><b>Key vocabulary:</b> rules, discussion, bullying, decisions, communities, values, resources, aspirations.</p>	<p><b>DT</b></p> <p><u>Research:</u></p> <ul style="list-style-type: none"> <li>✓ Research materials that cast shadows.</li> </ul> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>✓ Design a shadow puppet with one moving part.</li> <li>✓ Label designs with materials and measurements.</li> </ul> <p><u>Create:</u></p> <ul style="list-style-type: none"> <li>✓ Create puppet using tools safely.</li> <li>✓ Select the best materials for the task.</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>✓ Evaluate effectiveness of our puppets.</li> <li>✓ Propose improvements if necessary.</li> </ul> <p><b>Key vocabulary:</b> Evaluate, design, create, suitable, justify, material, effective, purpose, porous, permeable, water-proof, water-resistant, safety, instructions.</p>

**PE**

- ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics
- ✓ Catching/Throwing/Target/Striking/Strategy – Cricket



# How can we help protect our planet?

## Science

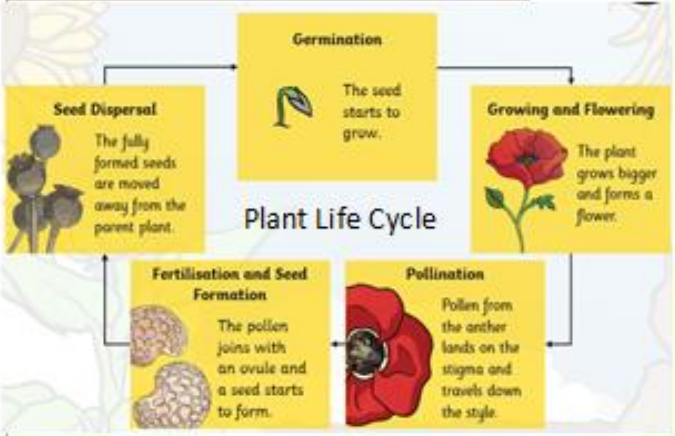
**Function of plant parts**

**Flower**  
The flower makes seeds to grow new plants.

**Stem**  
The stem holds the plant up and carries water and nutrients from the soil to the leaves.

**Leaves**  
The leaves make food for the plant using sunlight and carbon dioxide from the air.

**Roots**  
The roots anchor the plant into the ground and absorb water and nutrients from the soil.



## History

**The Maya**

**Kukulcán Temple**

**hieroglyph**  
PRONUNCIATION: juun  
DEFINITION: book

**Itzamna**

## 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

- Tropics (Geography)** — The area around the middle of the world where it is very warm all year.
- 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.
- Endangered (Science)** — any type of plant or animal that is in danger of disappearing forever.
- Biodiversity (Science)** — The wide variety of living things in an area.
- Extinct (Science)** — No longer exists
- Indigenous (History)** — The first people who lived in any region.
- Civilisation (History)** — the society, culture and way of life of a particular area or time period.