Year 3 — Summer — Half Term 1

Our Road American Road Trip

Christian Values:

Respect

Description: We are so very excited to announce our journey across the Atlantic Ocean, all the way to North America. The heart of North America beats through towering forests, undulating fields, high-plain deserts, pulsating metropolises and offbeat oases. A historical melting pot of cultures and identities, North America features some of the world's most multicultural art and sheer natural beauty. Throughout this topic, we will learn about North America and the vast differences across the 23 countries. We keep geography as a our key driver to explore persuasive writing in English as we create our own travel blog based on the spectacular country of Canada.

English:

- We will use our geographical learning of North America to produce a travel blog to persuade our readers to visit: Niagara Falls, Ottawa, Banff National Park and Montreal.
- We will research, using travel videos, four key locations: Niagara Falls, Ottawa, Banff National Park and Montreal. We will find out the location in Canada (province), activities and landmarks.
- Our grammar focus for this half-term will look at subordinating conjunctions (building on our Autumn learning of coordinating conjunctions). This will help us to add more detail to our travel blogs.
- We will then explore the features of travel blogs and learn to write like a travel blogger by searching for appropriate vocabulary.
- We will then use all of our learning to write like a travel blogger. Children will create their own travel blog, persuading readers to visit the above locations in Canada.

Guided Reading Focus:

- We will listen to, discuss and watch a song related to North America (focusing on U.S.A)
- We will read, explore and discuss a range of texts relating to North America.
- Discuss ideas to add to in our own writing.

Texts

- Charlotte's Web
- National Parks of the U.S.A.
- Song—My Land is Your Land

Spelling Patterns:

- inter & super prefixes
- anti & auto prefixes

Year 3 words:

remember
sentence
straight
strange
surprise
therefore
woman
women
address
answer

Maths: Money, Angles and Perimeter of Figures

Money:

- Pupils will add and subtract amounts of money to give change, using both £ and p in practical contexts.

Angles:

- Pupils will recognise angles as a property of shape or a description of a turn.
- They will identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.

Perimeter of Figures:

- Pupils will measure the perimeter of simple 2-D shapes.

Vocabulary

Money: pound, pence, change, counting up, total

Angles: right angle, acute, obtuse, turns, shape

Perimeter of Figures: length, ruler, cm, grid, irregular shapes

Geography: North America

- Children will recap their locational knowledge from KS1 of continents and oceans.
- Pupils will locate countries and major cities in North America on maps.
- Children will understand the 8 points of a compass through the use of Digimaps.
- Pupils will compare a region of North America (U.S.A.) to England; they will look at population, location, size, climate, time zones, crops and animals.
- We will explore Canada, focusing on human and physical geographical features.
- Through their English lessons, children will then create a tourist guide, persuading readers to visit both human and physical features of Canada. They will focus on four key locations in Canada: Niagara Falls, Ottawa, Banff National Park and Montreal.
- Through shared reading lessons, children will also gain knowledge of U.S.A. National Parks.

Vocabulary

continents, oceans, North America, climate, terrain, urban, rural, human features, physical features, culture, time zones, population, tourist attractions, diversity, capital cities, Canada, America, U.S.A., compass points, Niagara Falls, Ottawa, Banff National Park, Montreal, National Parks

Science: Plants

- We will be able to identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.
- We will explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.
- We will investigate the ways in which water is transported within plants.
- We will explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working Scientifically:

- We will set up the correct type of enquiry to answer a question I can make systematic and careful observations.
- We will gather and record data.
- We will use results to draw simple conclusions.
- We will be able to use straightforward scientific evidence to answer questions or to support findings.

Vocabulary

roots, trunk, stem, bud, leaf, flower, petal, stamen, anther, filament, stigma, ovary, carpel, ovule, pollination, germination, fertilisation, pollen, seed, bee, dispersal, xylem, requirements, function.

Music—Samba Drums:

- Children will sing in tune within a limited range (do, re, mi, so, la).
- They will sing a pedal note or drone to accompany a familiar song.
- Pupils will create music in response to varied stimuli e.g. stories, verse, images and musical sources
- They will perform as a group using the samba drums, building on their existing understanding of rhythm and beat.

Vocabulary:

rhythm, beat, ostinato, dynamics, loud (forte), quiet (piano), texture, unison, solo, ostinato, steady beat, rhythm, rhythm syllables (ta and te te), stick notation, improvisation, pedal note, drone

Computing: Programming—Events and Actions in Programs

- Children will explore the links between events and actions, whilst consolidating prior learning relating to sequencing.
- We will begin by moving a sprite in four directions (up, down, left and right).
- We will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.
- They will be introduced to programming extensions, through the use of pen blocks.
- Learners are given the opportunity to draw lines with sprites and change the size and colour of lines.
- Learners will end the unit by designing and coding their own maze tracing program.

Vocabulary

algorithm, sequence, repeat, loop, continuous, programming, output, sprite, code, block, appearance, repetition, extensions, maze, coding

PDL—Being my Best:

- We will explore ways of keeping ourselves healthy and well
- We will celebrating and develop our own skills
- We will look at how we develop empathy and apply this to different situations.

Vocabulary

healthy, well-being, mental health, skills, empathy, sympathy, feelings, emotions, friendship, kindness, physical activity

RE: Judaism (Authority)

- We will understand who Moses was and understand the key events of the story of Moses and 10 commandments.
- We will explore what the 10 commandments are and their values.
- We will understand what authority is and why rules are important to us.
- We will explore the role of the Torah.

Vocabulary

Judaism, Torah, authority, Moses, Prophet, Hebrew, Synagogue

Five books of Moses:

Genesis Exodus Leviticus, Numbers Deuteronomy

Scriptures

French—La Nourriture:

- We will learn French schools have different school lunches to those in UK and French children learn how to have a balanced diet.
- We will listen attentively to spoken language and show understanding by joining in and responding.
- We will speak with increasing accuracy and engage in conversations.
- We will ask and answer questions; speak in sentences, using familiar vocabulary and phrases.

Vocabulary

Familiar and French food, fruit and vegetable vocabulary.

Qu'est-ce que tu aimes ? Introduce J'aime / Je n'aime pas.

Mangez un peu/ mangez avec moderation/ mangez beaucoup.

Le déjeuner

Instructions : préparer un sandwich

(plus revision of vocabulary introduced in previous terms.)

Art—Georgia O'Keeffe

- We will experiment with different textures and effects including blocking in colour, washes, thickened paint creating textural effects.
- We will explore the roles and purposes of other artists, craftspeople and designers working in different times and cultures.
- We will make marks and lines with a wide range of drawing implements e.g. charcoal,

Vocabulary

hot and cold colours, blend, colour gradient, oil pastel, texture

Physical Education:

Rounders

- We will learn to use good throwing and good catching techniques.
- We will make decisions about when to run and when not to.
- We will develop bowling and batting skills.
- We will understand how to grip a ball so that it comes out of my fingers smoothly when bowling.
- We will learn what a 'no-ball' is.
- We will develop our fielding skills and learn new techniques such as a backpedal.

Tennis

- We will learn how to take up a 'ready position' and move into good positions to strike a ball.
- We will practise hitting consistent forehand returns.
- We will get into consistently good positions to hit the ball after one bounce.
- We will learn to get into good positions to play backhand shots and strike the ball on the backhand with some consistency.
- We will volley a ball on the forehand and backhand striking the ball downwards.
- We will practise serving from the baseline into opponents side of the court.
- We will use tactics against our opponents.

Vocabulary

Rounders:

swing, bat, rounder, ball, catch, throw, pitch, teamwork, sportsmanship, run, backpedal, pass, field, backstop, base, caught

Tennis:

racket, rally, ball, ace, serve, court, volley. forehand, backhand, swing, baseline, deuce, umpire, advantage