



YEAR 3

## CURRICULUM LEAFLET

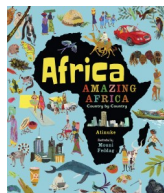
CREATE—SUMMER 2

GLOBAL GOALS: 14 & 15



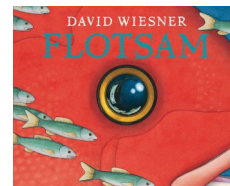
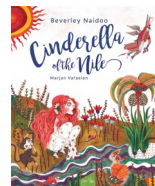
## READING

Children will begin to read **Africa, Amazing Africa** by Atinkule in Destination Reader. The beautifully written text captures Africa's unique mix of the modern and the traditional, as she explores its geography, people, animals, history, resources and cultural diversity. We will be using different strategies to support our understanding.



## WRITING

Using *Cinderella of the Nile* by Beverley Naidoo, children will begin by exploring the discovery of a bottle that contains a map and a message. After interrogating the scenario presented and writing a short news report using the present perfect tense, the children then share the first part of *Cinderella of the Nile*. Using *Flotsam* by David Wiesner, children have the opportunity to create their own sequel to the story, called Jetsam.



## MATHS

### Review Prior Learning:

- To recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity

### Measures

### New Learning:

- Securing multiplication and division.
- Exploring calculation strategies and place value.

## RE/ PSHE

### RE:

We will be exploring the question:

**What is it like to be a Hindu?**

### PSHE: Economic wellbeing

During this unit, children will learn how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

## PE/COMPUTING

### Physical Education:

In Year 3, will have two weekly PE lessons.

**Netball**  
**Basketball**



### Computing: Data handling: Comparison cards databases

Using the theme of a 'Comparison cards game' (based on the popular game, Top Trumps), to understand what a database is by learning the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering.

## SPANISH/MUSIC

### Spanish:

Children will explore snack foods, ordering food in a café and roleplays

### Music: Reflect, Rewind and Replay

Focusing around the song: *Three Little Birds* by **Bob Marley**, children will explore an integrated approach to music where games, elements of music (pulse, rhythm and pitch), singing and playing instruments are all linked. The children will also listen and appraise other reggae songs.



## ART/ DT

### Art: Whole Art School Project

Children will be exploring different techniques to be used with materials which can then be applied to any project. They will also be learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Finally, learn to tie-dye and weave to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills.

### DT: Digital World: Electronic Charm

Children design, code, make and promote a Micro:bit electronic charm to use in low-light conditions, developing their understanding of programming to monitor and control their products



# YEAR 3 GEOGRAPHY SUMMER 1 WATER, WEATHER AND CLIMATE

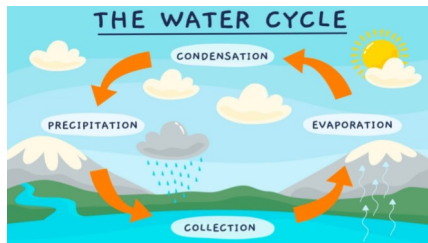
## PRIOR KNOWLEDGE

### Previously in Year 1 :

- **Weather Patterns**—To explore where the freshwater is located and the water cycle.

### Previously in Year 2 :

- **Seas and Coasts**—To name and locate the five oceans and the seven continents on a map.



## FUTURE KNOWLEDGE

### Later in Year 4:

- **Rivers**—To explore what a river is and how rivers are formed.
- **Natural Resources** —To explore what are natural resources.

### Later in Year 5:

- **Biomes**—To explore what is a biome.

## NEW KNOWLEDGE

### During this unit, I will learn:

- Where is Earth's water?
- What makes up the weather?
- Why does it rain?
- Why does the UK have wild weather?
- What is the reason for the seasons?
- Why is the world's weather changing?

## GEOGRAPHICAL SKILLS AND FIELDWORK

### Pupils should be taught to:

#### Locational knowledge

- name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical characteristics, including coasts and rivers.

#### Human and physical geography

Describe and understand key aspects of:

- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- **human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## VOCABULARY

The water cycle is the continual circulation of water in the Earth's atmosphere. As part of this cycle, water changes state through various processes, such as evaporation, transpiration, condensation, precipitation and run-off.

<b>Weather</b>	The daily variations in temperature, precipitation, cloud, wind and
<b>Climate</b>	The long-term patterns of weather in a particular place.
<b>Atmosphere</b>	The layer of gases surrounding the Earth.
<b>Evaporation</b>	Water changes from a liquid to a gas and returns to the atmosphere as water vapour.
<b>Transpiration</b>	Plants change water from liquid to gas and release it back into the atmosphere as water vapour.
<b>Condensation</b>	Water changes from a gas to a liquid by forming droplets when the water vapour cools down. This process forms clouds.
<b>Precipitation</b>	Water falls from the clouds in the form of rain, sleet, snow or hail.
<b>Surface runoff</b>	Water that flows along the surface of the Earth. It eventually joins a river or infiltrates into the Earth.
<b>Groundwater</b>	Water that is underground and not on the surface.
<b>Lake</b>	A large area of water that is surrounded by land.
<b>Stream</b>	A small river.
<b>River</b>	A channel of water that flows toward a lake, sea or ocean.
<b>Infiltration</b>	Water seeps into the ground and becomes groundwater.
<b>Temperature</b>	How hot or cold a place or substance is.
<b>Air mass</b>	An air mass is an area of air, that brings a certain type of weather condition.



YEAR 3

SCIENCE

SUMMER 2

ECOSYSTEMS

## PRIOR KNOWLEDGE

### Previously in Year 1 & 2 : Seasons

- To know different weather types
- To understand what a weather forecast is
- To know how the weather seasons change
- To make observations about the weather



## NEW KNOWLEDGE

### During this unit, I will learn:

- What is an Ecosystem?
- How do we classify the diets of animals?
- Why are producers so important?
- How do we construct a food chain?
- How do we construct a food web?
- What can cause disruptions to food webs?

## VOCABULARY

Organism	Anything that is alive
Microorganism	An organism that is too small to be seen by the human eye
Habitat	Natural home of an organism
Predator	An animal that eats another animal
Prey	An animal that is eaten by another organism
Producer	An organism that gets its energy from making its own food
Consumer	An organism that gets its energy from eating other organisms
Photosynthesis	The process by which plants make their own food
Herbivore	An animal that eats only plants
Carnivore	An animal that eats other animals
Omnivore	An animal that eats both plants and animals

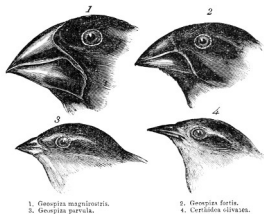
## FUTURE KNOWLEDGE

### Later in Year 4:

- Adaptations**—Children will explore conditions of cold environments, common adaptations of fish and common adaptations of marine animals

### Later in Year 5:

- Humans and Animals Over Time**—How have different animal kingdoms developed over time?



## SCIENTIFIC ENQUIRY

### During this unit, I will learn:

Researching using secondary sources:

- I will research similarities and differences between different Ecosystems
- I will research different food chains and webs.
- I will use secondary sources to identify animals in a habitat and find out what they eat.

