

Year 3, Contrasting Locality

Key Aim – Through this theme/topic, we aim for the children to have a better understand of their local area and the wider area within the UK.

Key facts:

- To name and locate countries and cities within the UK.
- To identify human and physical features on maps.
- To discuss land use patterns and how these have changed over time.
- To know the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the position of the UK within this
- To understand the significance of London and the Prime/Greenwich Meridian and time zones (including day and night).
- To describe and understand key aspects of: physical geography, including: climate zones, mountains and the water cycle.

Key Concepts and Skills:

Develop our knowledge of the world and identify significant places in the world.

To use the eight points of a compass, four and six figure grid references, symbols and a key on a range of maps.

To use maps, atlases and globes, including digital mapping to locate countries, rivers and seas in the UK.

Key Vocabulary:

The UK, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, island, sea, Edinburgh, Cardiff, London, Belfast, compass, eight compass points, North, North-East, North- West, South, South East, South West, West, East, atlas, maps, river, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.

Quality Texts to Inspire Us:



YEAR 3
The UK
Spring Term, 2024

Outcome: The children will *create a setting description of a local place in English and create their own country in Geography.*

Hook: A trip to Southsea beach



As **Readers,**

- We will explore a range of genres, linked to our Writing.
- Listen to and discuss a wide range of non-fiction texts, poetry and playscripts.
- Read books that are structured in different ways and read for a range of purposes.
- Use dictionaries to check the meaning of words that we have read.
- Identify themes and conventions in a wide range of books.
- Check that the text makes sense, discussing our understanding and explaining the meaning of words in context.
- Ask questions to improve our understanding of a text.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussions about books that are read to us and those we can read for ourselves, taking turns and listening to others.

Key Texts:

- Oxford Primary Atlas
- The Big book of the UK
- The Big beach Clean up

As **Writers,** we will:

- Spell an increasing number of homophones.
- Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- Understand how to use the present perfect form of verbs which contrast to the past tense in our writing.
- Know that inverted commas are used to open and close what someone is saying in a text.
- Write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- Be able to use ideas to plan our writing.
- Use adjectives, powerful verbs adverbs to create exciting setting descriptions.
- Group ideas into paragraphs.
- Use an increasing range of sentence structures and richer vocabulary in our writing.
- Edit our own work and that of others and add improvements to the texts.
- Edit written work to improve the use of grammar.
- Read our finished work through to correct spelling and punctuation errors if present.
- Read our writing out to an audience in an interesting and clear manner.

Key Vocabulary:

- *Adverb*
- *Noun*
- *Adjective*
- *Conjunction*

Must Haves:

- *Capital letters*
- *Punctuation*
- *Adjectives*
- *Adverbs*

As **Mathematicians,** we will follow the White Rose Scheme of Learning, to learn all about:

- Multiplication and division
- Length and perimeter
- Fractions
- Mass and capacity

Key Vocabulary:

Multiplication: products, groups of, repeated addition
Division: sharing, group of
Fractions: Numerator, denominator, simplify, multiple
Mass, capacity, length, perimeter: litres, millilitres, centimetres, meters, millimetres, kilometres, units

As **Scientists**, we will:

As **Scientists** we will, do two units. We will learn about forces and magnets in our first unit, where we will look at how some forces work through contact, and others do not.

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

We will also begin our unit on **plants**:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Key Vocabulary:

Forces: push, pull, magnetic, north and south poles, repel, attract, friction, gravity

Plants: stem, trunk, leaves, flowers, nutrients, growth, pollination, seed dispersal, fertilisation, germination

As **Geographers** we will:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Investigate 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.

Key Vocabulary:

- Atlas
- Country
- County
- United Kingdom
- Great Britain
- North
- South
- East
- West

As **Designers and Artists**, we will be focussing on **Still Life**:

Pupils should be taught about the artist Van Gough and what made his art so special. The children will be taught how to create different forms of using a variety of different artistic techniques. The final outcome is a self portrait using the skills they have learned through the term.

Key Vocabulary:

- Line
- Colour
- Depth
- Texture
- Shadow
- 3D
- perspective

As **Computer Technologists** we will:

- Select, use and combine a variety of software (including internet services) on a range of digital.
- Develop Touch Typing skills.
- Use email.
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

Key Vocabulary:

- Keyboard
- Mouse
- Touch pad
- Email

In **PE** we will be focusing on rhythmic gymnastics, yoga and swimming, at the Mount Batten Centre.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations
- develop flexibility, strength, technique, control and balance

Key Vocabulary:

- front crawl
- back stroke
- breast stroke
- flexibility
- strength
- core strength

In **PSHE** we will:

- Be learning how to recognise different feelings.
- How we are all different in our own way
- Where are who to go to when we need help.

Key Vocabulary:

- Similarities
- Differences
- Safety

As **Musicians**, we will focusing on playing B, A and G on a recorder. We will:

- use and understand staff and other musical notations
- playing musical instruments with increasing accuracy, fluency, control and expression

Key Vocabulary:

- treble clef
- control
- recorder
- fluency
- breath