

# 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.

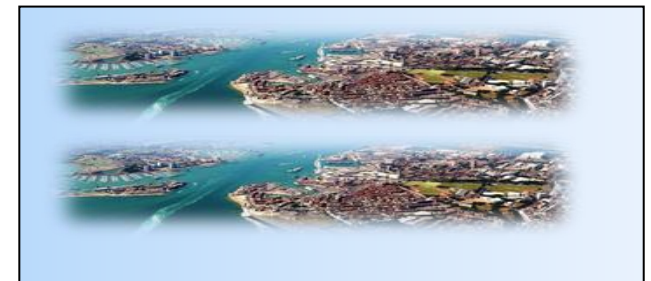
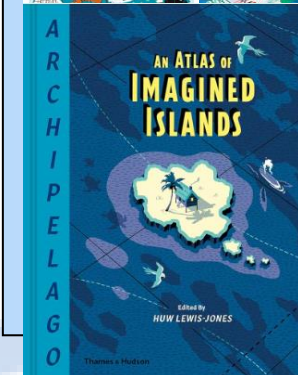
To use the eight points of a compass, four and six figure grid references, symbols and a key on a range of maps.

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, 2025*

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



Hook: An Atlas of Imagined Islands

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
- An Atlas of Imagined Islands

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, 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