

# YEAR 3- GLACIERS

## ICE ICE BABY!

### As Readers we will:

- Show we have understood an increasingly wide range of texts from what we have read.
- Identify different themes and conventions in a wide range of books from what we have read.
- Say what the main ideas in a book are, from reading several paragraphs.
- Use non-fiction books to find out about things.
- Be able to choose from a range of books that are set out differently that give us the information we require.
- Discuss words and phrases that interest me.
- Use dictionaries to find the meanings of new words.

### 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 some one 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.

### As Mathematicians we will:

Study the mathematical topics of multiplication and division, money, statistics, length and perimeter and fractions.

Alongside this we will also continue with our Sonic Sums to revisit and consolidate our number work, and to practise our times tables skills



### As Scientists we will:

- Investigate how solids, liquids and gasses are described by observable properties.
- Divide materials into solids, liquids and gases.
- Understand that heating causes solids to melt into liquids and liquids to evaporate into gases, and cooling causes gases to condensate to liquids and liquids to freeze to solids.
- Know that the temperature at which given substances change state are always the same.

### As Geographers we will:

- Locate the world's countries.
- 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.

### As Computer Technologist we will:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Specify conditions to trigger events.
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

### We will also study:

**MFL:** Tout le Monde – Colours and Clothing.

**PE:** Hampshire School Games.

**GAMES:** Football and Cricket.

**PSHE:** 'Live Long, Live Strong', 'Daring to be Different'.

**RE:** Festival of Holi / Easter.

**MUSIC:** Performing-Rubbish Music.

**DT:** Sundials

# Year 3 Ice Ice Baby!



## Key facts:

- Develop an understanding of what a Glacier is and how it impacts the world.
- Develop the ability to locate Glaciers on a map.
- Discuss the impact of Global Warming on Glaciers, and develop a deeper understanding of how it impacts Global and our immediate environment.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.
- 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, mountains and the water cycle.

**Throughout the Spring Term, we will continue to develop and deepen our understanding of Geography through Science, English and PSHE.**

## Key Concepts and Skills:

- Develop our knowledge of the world and identify significant places in the world.
- We are going to understand actions of processes of Glaciers.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

## Key Vocabulary:

Glaciers	Cirque	Compass
Ice Caps	Plucking	Weather
Abrasion	Accumulation	Melting
Basal Slip	Snow	Tarn
Ablation	Valley Glacier	Globe

