

Geography

Why do so many people go to the Mediterranean for holidays?

In their lessons, pupils will:

- locate holiday destinations in the Mediterranean
- name famous cities within these countries
- understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country.
- discuss the advantages/ disadvantages of living in a Mediterranean country
- compare and monitor the climate of countries in the Mediterranean with climate in the UK. Set up equipment to record climate here.
- identify the fruits and vegetables produced in the Mediterranean.

Geographical enquiry– identify key features of a locality using a map, begin to use 4 figure grid references.

Physical and Human geography– locate the Mediterranean and explain how the lives of people living there is different to my own.

Design and Technology (DT)

Cooking

Pupils will learn to:

- understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- discuss why some people choose to have a Mediterranean diet and what the health benefits are.

Pupils will make dishes from different countries in the Mediterranean linked to our big learning challenge question,

Year 3

Summer 2 Curriculum Map

Big Learning Question (Theme):

Why do so many people go to the Mediterranean for holidays?

Links to Our School Values &



The British Values



Pupils will learn about showing **mutual respect and tolerance** to those with different faiths and beliefs by discussing rules and beliefs of different faiths in RE and during circle time. In PSHE, pupils will focus on **respect** by learning about what makes a healthy relationship and the importance of respecting their growing and changing bodies. They will continue to use **individual liberty** with making decisions about their learning in lessons. They will use **the rule of law** when learning & embedding the school rules and value the importance of **democracy** when expressing their views to our school council.

Save The Dates!



Day: Perivale Woods Nature Reserve trip on Thursday 20th June 2019



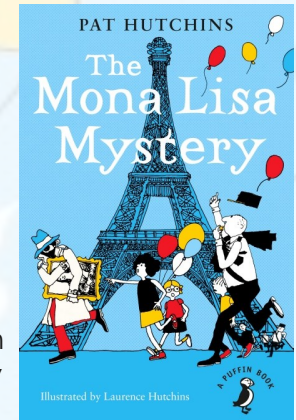
Finish: Food festival and sharing session with parents at 2:15pm on Thursday 18th July 2019

English

Learning will be based on our Main Text:

The Mona Lisa Mystery by Pat Hutchins

Class 3 are off on a school trip to Paris! But the journey begins suspiciously, for surely their bus is being followed? The new supply teacher also seems a bit odd... and who is the strange bearded man who keeps turning up? The plot thickens when the world – famous Mona Lisa is stolen from The Louvre. The children are on the case immediately but will they be able to solve the mystery before it's time to head home?



Writing outcomes:

- prediction about the text.
- description of a character/setting
- Paris brochure
- diary entry
- biography of Leonardo Da Vinci
- short narrative in a setting in Mediterranean

Reading:

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot. They will follow a 5 day structure which allows them to develop their reading skills and feel more confident to discuss and answer questions about a text.

Spellings test day: Friday

Handwriting– pupils will be expected to use cursive joins in their writing and will practice handwriting in Early morning work.

Maths

Revision of Year 3 topics covered throughout the year

Solving Problems & Reasoning

Pupils will be learning to:

Consolidate place value, addition and subtraction and x tables facts and division facts for 3,4,8 in lesson STARTERS and timetables rock stars.

Topics to revisit and consolidate:

Number: Fractions

18. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

19. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

20. Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.

21. Recognise and show, using diagrams, equivalent fractions with small denominators.

22. Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 =$

23. Compare and order unit fractions, and fractions with the same denominators.

24. Solve problems that involve fractions.

Measurement

25. Measure, compare, add and subtract lengths (m/cm/mm);

26. Measure, compare, add and subtract mass (kg/g);

27. Measure, compare, add and subtract volume/capacity (l/ml).

28. Measure the perimeter of simple 2-D shapes.

Measurement TIME and MONEY

29. Add and subtract amounts of money to give change, using both £ and p in practical contexts.

30. Tell and write the time from: an analogue clock and 12-hour and 24-hour clocks;

31. Tell and write the time from: an analogue clock, including using Roman numerals from I to XII.

32. Estimate and read time with increasing accuracy to the nearest minute.

33. Record and compare time in terms of seconds, minutes and hours

34. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

35. Know the number of seconds in a minute and the number of days in each month, year and leap year

36. Compare durations of events [for example to calculate the time taken by particular events or tasks].

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 3 standards**.

Science

Plants– How does your garden grow?

By the end of this unit, all pupils should be able to:

- 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.

Pupils will develop their scientific thinking by:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- recording findings and making conclusions using scientific language.

Religious Education

Beliefs and practices: Islam

By the end of this unit, pupils will be taught to:

explore some of the key beliefs and practices of Islam.

In lessons they will learn the following:

- identify some of the key beliefs of Islam.
- explore the origins of Islam.
- explain the importance of the Qur'an to Muslims.
- describe the 5 duties of Islam (5 pillars),
- identify the internal features of a mosque and the practices within the place of worship.
- Explore festivals celebrated within Islam and why they are important.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology). Forums and Blogs
- **Computer Science:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, Use sequence, selection and repetition in programs; work with variables and various forms of input and output, Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- **Cross-curricular information technology (using IT to research our topics):** researching climate and geographical aspects of countries in the Mediterranean using Google Safe Search.

In ICT lessons, we use DB primary to complete the tasks. If the children do not complete their tasks, it is expected that they will complete them at home as extra home learning.

PSHE

Relationships and Growing Up

Overarching aims of this terms theme:

- develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- recognise and manage emotions within a range of relationships
- recognise risky or negative relationships including all forms of bullying and abuse
- recognise and manage emotions within a range of relationships
- respond to risky or negative relationships and ask for help
- respect equality and diversity in relationships.

During their lessons, pupils will:

- Identify the qualities of a good friend.
- Explain how to say no to unwanted touch.
- Describe different types of families and who to go to for help and support.
- Identify positive thoughts.
- Describe the differences between males and females and name parts of the body
- Describe healthy relationships

French

Time

By the end of this unit, pupils will be able to:

recognise how some larger numbers are made by combining words for smaller numbers, ask other people for their birthday, say today's date, identify the correct language for 'yesterday' and 'tomorrow'.

Pupils will learn to:

- count from 11– 31
- say the days of the week
- say the months of the year
- say when their birthday is
- say what the date today is,
- use past, present and future tense

Home Learning

Reading: Your child should read everyday at home. Please listen to them read and write a comment/ sign in their reading record.



Please encourage your child to use:

Weekly homework tasks will be set using these learning platforms. **Children must check on our DB class page and read the class blog to find out what the weekly homework is. Please remind children that they must complete the tasks by Thursday each week. Please allow them access to the computer at home to complete homework.** There is also homework club run after school once a week. **Children should use Timestables rock stars to practice their times tables.**

We will also have a HOME LEARNING PROJECT linked to class learning, which you can help them with. The projects will be shared with parents in our parent sharing session.

PE

Dance and Movement (indoor)

Invasion Games (outdoor)

In indoor PE pupils will learn to:

- develop flexibility, strength technique, control and balance.
- perform dances using a range of movement patterns

In outdoor PE pupils will learn to:

- develop, master and apply the basic movements (dodging)
- link basic movements together to make sequences of movement (E.g. Running, Dodging and Throwing)
- play competitive games with others and use basic tactics for attacking and defending

Music

Singing Games

Pupils will:

- Learn about traditional singing / playground games and how they often use elements of music within them.
- Play and perform a number of these games, with a focus on keeping a strong beat and rhythm throughout.
- Create their own singing game, using ideas from traditional playground games.
- Teach their games to other groups in the class.
- Use musical vocabulary throughout the unit, with a particular focus on rhythm and beat, tempo and pulse.