

# Year 3 - Summer Term

## Science

**Plants:** How does each part of the plant fulfil its function?

In this unit, children build upon their previous knowledge of plants and trees from Year 2 where children find out what plants need in order to stay healthy once they have grown. Throughout this topic, children will be creating a booklet. They will identify and describe the functions of the different parts of plants and explore what plants need for life and growth. Children will complete an investigation to see how water is transported through plants. They will look at seeds and explore the different ways that plants disperse their seeds

**Light - What is light?**

During this unit of work, children will recognise that they need light in order to see things and that dark is the absence of light. They will identify light sources; explore what happens when light reflects off mirrors or other reflective materials and think of ways to protect themselves from the Sun. They will investigate which materials make the best/worst shadows and conduct an experiment to find out about the relationship between the height of a light source and the length of a shadow. Children will also experience a range of activities to discover how mirrors work.

**Geography** How can we make our school environment more bee friendly?

In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.

**Art** Sculpture - clay: How can where you live impact you as an artist?

In this sculpture unit, children will build on their knowledge and skills of sculpture and clay that they have studied through their previous units. Children will learn from great artists and begin to evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They will begin to develop proficiency in sculpture techniques.

**DT** Design and make a mini-beast hotel

Children will use their knowledge of the school environment and bees to create a suitable habitat for bees. They will consider the natural materials available to them in their local environment as well as man-made materials to create their habitat. Children will build their habitat and spend time monitoring how well it is used by bees and insects. Children will evaluate their finished product against design criteria created.

## English

**Fiction:** Oliver and the Seawigs

To write the story from a different point of view

**Non-fiction:** The Bee Book

To write a nonchronological report about bees

**Non-fiction:** A Walk in London

To write an information leaflet about the UK

**Poetry:** What Shape is a Poem?

To write and perform their own poetry

## PSHE

Careers, financial capability, and economic wellbeing: Saving, spending, and budgeting

Physical health and wellbeing: What helps me choose?

**RE** What kind of world did Jesus want?

How and why do people try to make the world a better place?

## Computing

Creating media - Desktop publishing

Programming - Events and actions in programs

Online safety: When In Doubt, Discuss & Digital Well-being

## Music

The children will learn a variety of sea shanties and explore using instruments to represent sea sounds.

**PE** Athletics, Yoga, Cricket & Rounders

**French** Date and days, food food items, The Very Hungry Caterpillar & family

## Maths

**Fractions:**

Add and subtract fractions

Partition the whole

Unit fractions of a set of objects

Non-unit fractions of a set of objects

Reasoning with fractions of amounts

**Money:**

Pounds and pence

Convert pounds and pence

Add and subtract money

Find change

**Time:**

Roman numerals to 12

Tell the time to 5 minutes and to the minute

Read the time on a digital clock

Use a.m. and p.m.

Years, months and days

Days and hours

Hours and minutes - use start and end times

Hours and minutes - use durations

Minutes and seconds

Solve problems with time

**Shape:**

Turns and angles

Right angles

Compare angles

Measure and draw accurately

Horizontal and vertical, Parallel and perpendicular

Recognise and describe 2D and 3D shapes

Draw polygons

Make 3D shapes

**Statistics:**

Interpret pictograms and draw pictograms

Interpret bar charts and draw bar charts

Collect and represent data

Two-way tables

**History** What were the greatest achievements of Ancient Egypt?

In this unit, children learn about how early civilisation started within Egypt. They will discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. Children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. They will learn about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.