YEAR 3 TOPIC PLANNER
Spring 1 – 2018

COMPUTING: *Nat. Curriculum: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

How to program and share our own rainforest-themed computer game

Scratch word processing creating own graphs/data to show environmental effects

HISTORY: Talk about how the local area has changed and developed over time. How important inventions and discoveries from the past have affected people around the globe

R.E./PSHE: See PATHS folders to follow curriculum RE to be confirmed

- how communities are affected by a lack of material goods, food, water – link to droughts, famine, poverty stories

GEOGRAPHY: *Nat.Curriculum: (**Human and physical geography:** describe and understand key aspects of: 1) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2) 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) **Geographical skills and fieldwork** 1) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2) 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 their knowledge of the United Kingdom and the wider world 3) use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.)*

- How different countries and organisations are helping to save our rainforests
- Where the plants we eat come from
- cash crops
- If eating more plants could make a difference to the world
- About where rainforests are in the world
- Which rainforest products we use in our everyday lives
- About the lives of rainforest people and how they compare with our own
- How and why the rainforest is being destroyed
- Where the water that supplies our homes comes from
- About different types of water pollution
- About how drought and flooding can affect communities around the world
- How we can work together to create a positive 'water wise' future
- Where materials come from; why plastic waste is a global problem and what we can do about it
- About sustainable ways of living
- About different regions and environments around the world
- About extreme weather events and how they affect people and localities
- About the possible causes of climate change and its effects on our planet
- how man-made changes can alter/change our local environment
- About local and global environmental issues

ART, DESIGN & TECHNOLOGY: *Nat. Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1) create sketch books to record their observations and use them to review and revisit ideas 2) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 3) about great artists, architects and designers in history.*

- create rainforest art
- Material world – saving the world
- How to make a garden obelisk
- About rainforest body art and painting our faces in a similar style
- How we can use art to create a rainforest scene
- plan and make our own tropical fruit drink
- How to design and make a product for a bicycle – healthy living – link to less pollution for saving the world
- About the types of technology we use in our daily lives
- About technology that is being developed for the future
- How to design and make our own future technology to meet a need
- How to evaluate each other's' designs

PE/SPORT: TBC

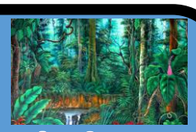
How to represent a rainforest scene using dance and mime

ENRICHMENT: TBC

MUSIC: *Nat. Curriculum: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music*

How to represent a rainforest scene using music

TOPIC TITLE:



Saving the world

SHOWCASE DATE: TBD suggestion of week 5 of a 6 week half term

SCIENCE: Plants *1) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2) 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 3) investigate the way in which water is transported within plants 4) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal*

- Conditions for plant growth
- Planting seeds and monitoring growth – maths links for graphs, measurements
- Looking at how plants have been used for medicines throughout history.
- How and why different materials are used and How to test the properties of a material in relation to packaging and recycling
- About the uses for glass and plastic
- About plants in our local area
- What plants need in order to grow
- About water transport within plants
- About local food chains
- Why plants have leaves and why they can be different
- About different rainforest animals and plants
- Where different animals and plants live in the rainforest
- About rocks and soils found on the forest floor
- About colour in the rainforest and how it is used by animals and plants
- About rainforest fruits and seeds
- How to grow our own rainforest plant from a seed

SPAG: Continuation with Y3 expectations

- Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because.
- Choosing nouns or pronouns appropriately to avoid repetition.
- Use conjunctions to express time, place and cause e.g. when, before, while, so, because.
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore.
- Use prepositions to express time, place and cause e.g. before, after, during, in, because of.
- Use fronted adverbials. Use commas after fronted adverbials.
- Use speech marks/inverted commas for direct speech.
- Use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play/he went out to play).
- Recognise paragraphs as a way of grouping related material and start to use in own writing. Recognise headings and subheadings as a way to organise writing and use within own writing.
- Use taught prefixes and suffixes and understand how to add them e.g. super-, anti-, auto-, -ation, -ly.
- Use a and an accurately according to whether the next word begins with a consonant or a vowel.
- Recognise word families based on common words e.g. solve, solution, dissolve and find related meanings. Spell further homophones. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys'). Use the first two or three letters of a word to check its spelling in a simple dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

MATHS: Stand alone – follow White Rose / PiXL (arithmetic tests)

Week 1, 2, 3 Multiplication and Division (Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.)

Week 4, 5, 6 Measurement (Tell and write the time from an analogue clock, including using Roman numerals, 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example calculate the time taken by particular events or tasks].)

ENGLISH:

Letters of complaint
Letters of persuasion

Leaflets to persuade/inform people about saving the world

Debates – for and against deforestation, speech on saving the world

Non-chronological reports about the rainforest

TEXTS TO BE READ: *Look at texts like Dear Greenpeace, maybe read extracts from the Jungle book*