

YEAR 3 SUMMER TERM

Key question: Why is Ruislip such a desirable place to live?

Geography Focus: Local Area Study

Knowledge

- Locate continents, UK/London and key English cities.
- Identify equator, Northern Hemisphere and Greenwich Meridian on a map.
- Physical Geography – rivers (flood risks)
- Human Geography – house types, trade links (shops/surveys) and local land-use (parks, woods, fields)
- Use maps, atlases and globes to locate countries and describe features studied
- Use symbols and keys to read and interpret maps of local area (including ordinance survey)
- Use fieldwork to observe, measure, record and present human and physical features in Ruislip using: plans, maps, graphs, digital technologies

Key vocabulary

History Focus: Ruislip

Knowledge

- Arrange events from the past in chronological order, understanding the difference between BC and AD.
- Understand how we know about people from the past through exploring artefacts.
- History of Lady Mary Bankes – Cavaliers and Roundheads/Corfe Castle
- Use a range of sources to identify similarities and differences between Lady Bankes in the 1930s and today
- Examine, interpret and describe historical artefacts and photographs.
- To understand why transport links are so important to the local area (History of the Metropolitan line)

Key vocabulary

Science Focus: Forces & Magnets

Knowledge

- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects but magnetic forces can act at a distance
- Observe how magnets attract or repel
- Know that magnets attract some materials and not others
- To be able to describe magnets as having 2 poles
- Ask relevant questions and use my scientific enquiry skills to answer these.
- Record findings using scientific language.
- Make predictions and write simple conclusions to our findings.
- Set up simple and practical comparative tests.
- Gathering, recording and classifying data.

Key vocabulary

Human, physical, borough, county, detached, terraced, semi-detached, Greenwich Meridian, OS maps	Chronological, Roundheads, cavaliers, Lady Mary Bankes, Corfe Castle, artefacts	Magnet, magnetic, poles, north, south, attract, repel, force
<p>English</p> <p><u>Texts to support English Learning this term:</u></p> <ul style="list-style-type: none"> • Ottoline and the Yellow Cat • Shocking styles • Performance poetry – playing with words <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Organising paragraphs around a theme. • Use simple organisational devices [for example, headings and sub-headings] • Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p><u>Design and Technology focus: Designing and making a 3D shop sign (Tinkercad)</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Create sketch-books to record observations, review and revisit these • Improve their mastery of art and design techniques, including drawing and painting. • Reason and consider different design features. • Justify own choices and designs. • Use multimedia to create their design 	<p><u>Computing</u></p> <p><u>Sequencing sounds</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Explore a new programming environment • Identify that commands have an outcome • Explain that a program has a start • Recognise that a sequence of commands can have an order • Change the appearance of my project • Create a project from a task description <p><u>Events and Actions</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Explain how a sprite moves in an existing project • Create a program to move a sprite in four directions • Adapt a program to a new context • Develop my program by adding features • Identify and fix bugs in a program • Design and create a maze-based challenge <p><u>E-Safety</u></p>

<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p>Grammar focus</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use fronted adverbials • Use conjunctions, adverbs and prepositions to express time and cause • Using and punctuating direct speech 	<p><u>Key Vocabulary</u></p> <p>Multimedia, design, prototype, appealing, bold, purpose, cause</p>	<p><u>Key Vocabulary</u></p> <p>Program, programming, sequence, commands, outcome, project, debug, sprite</p>
<p>RE focus: Places of worship</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Recognise the importance of key features of places of worship • Identify Humanism and key practices of a Humanist. • Discover how members of religions and 	<p>Music: Glockenspiel</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Using your instruments, listen and play your own answer using one note • Take it in turns to improvise using one note • Listen and copy back using instruments and one note 	<p>Maths</p> <p><u>Knowledge</u></p> <p>We will be following the White Rose Maths scheme. In the Spring term the focus will be on:</p> <ul style="list-style-type: none"> • Fractions • Time

<p>belief organisations can contribute to a community</p> <ul style="list-style-type: none"> • Christianity- church- • Hinduism- Mandir/ home shrine • Islam- Mosque • Sikhism- Gurdwara 	<ul style="list-style-type: none"> • Using your instruments, listen and play your own answer using one or two notes • Play and perform in solo and ensemble contexts 	<ul style="list-style-type: none"> • Money • Geometry – Properties of shape • Statistics
<p>Key Vocabulary</p> <p>Church, worship, mandir, mosque, gurdwara, humanism</p>	<p>Key vocabulary</p> <p>Glockenspiel, percussion, reggae, disco, compose, variation, key, notes, melody, improvise</p>	<p>Key Vocabulary</p> <p>Fractions, unit fraction, non-unit fractions, whole, pounds, pence, convert change, day, hour, digital, minute, roman numerals, seconds, turns, angles, parallel, perpendicular, horizontal, vertical, 2D, 3D, polygons, pictograms, bar chart</p>
<p>Physical Education focus: Athletics, Tennis and Rounders</p> <p>Knowledge (Tennis)</p> <ul style="list-style-type: none"> • To develop racket and ball control • To develop a forehand and two handed backhand stroke • To know how to score and develop playing against an opponent • To work collaboratively with a partner and compete against each other <p>Knowledge (Rounders)</p> <ul style="list-style-type: none"> • Accurately throw a ball to a target or team member. • Strike a ball using a bat. 	<p>Art and Design focus: Ruislip Art (in the style of Stephen Wiltshire)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Create sketch-books to record observations, review and revisit these • Improve their mastery of art and design techniques, including drawing and painting • Reason and consider different design features. • Justify own choices and designs. <p>Artist – Stephen Wiltshire</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history 	<p>Languages – French</p> <p>Ice Creams</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using ‘je voudrais’. • Say what flavour I would like. • Say whether they would like a cone or a small pot/tub of ice-cream <p>I am able to..</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Recognise and recall 5 verbs in French. • Recognise and recall 5 more verbs in French.

- Explore rules and tactics of a Rounders game.
- Explore and investigate different methods of catching a ball
- Understand how to field a ball using a two handed pick up and a short barrier

- To create sketch books to record their observations and use them to review and revisit ideas

- Use the structure 'je peux' (I am able) with the infinitive verbs in French.
- Use the negative structure 'je ne peux pas' (I am not able) followed by infinitive verbs in French.
- Use the conjunctions 'et' (and) & 'mais' (but) in French to extend my sentences.

Key vocabulary

Throw, catch, rounder, base, tactics, bowling, fielder, stroke, backhand, forehand

Key Vocabulary

Lines, shading, depth, horizontal, vertical, symmetrical, shading, blending, memorising

Key vocabulary

Les glaces, un boule, le cornet, un petit pot, vanille, menthe, chocolat, caramel, je peux, je ne peux pas, danser, chanter, sauter, cuisine, faire du vélo, jouer d'un instrument, patiner, dessiner, nager, parler français.

PSHE: Themes following SCARF**Knowledge**

- Recognise things that I can take responsibility for in relation to my health
- Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done.
- Describe a positive relationship.
- Understand 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.

Key vocabulary

Responsibility, health, unhealthy, effect, affect, talent, skill, relationship, positive, body space