



# Year 3 - Summer

History (Disasters past and present)	Geography (Powerful Planet)	Computing (ICT)	Art /DT (Textiles)	Science (Animals including humans)	RE (Different religions)
<ul style="list-style-type: none"> <li>•Supplementary history topic linked to Romans in parts</li> </ul>	<ul style="list-style-type: none"> <li>•Locate world's countries on a map, concentrating on their environmental regions</li> <li>•Describe and understand key aspects of: climate zones, mountains, volcanoes and earthquakes</li> <li>•Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>•Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>•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</li> </ul>	<ul style="list-style-type: none"> <li>•DT: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>•generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>•Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>•investigate and analyse a range of existing products</li> <li>•evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>•Art to create sketch books to record their observations and use them to review and revisit ideas</li> <li>•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]</li> <li>•about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>•identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>•identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>•How/ why do religious people show care for the environment?</li> </ul>
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> <li>◇What happened at Pompeii, why the site of Pompeii is so well preserved and what we can learn from it</li> <li>◇Why the London Dam was built—cause and effect</li> <li>◇To compare a modern and historical disaster</li> <li>◇About key modern day man made disasters</li> <li>◇Link to Thrills and Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>◇About the structure of the Earth and plate tectonics</li> <li>◇How volcanoes are formed</li> <li>◇The impact of living in the vicinity of a volcano or near a highly active tectonic plate—how are volcanoes or earthquakes predicted?</li> <li>◇The impact of climate zones on the weather—why are there hurricanes in certain places but not in others? Why did London flood?</li> <li>◇The impact of modern day disasters and the relief efforts that come after.</li> </ul>	<ul style="list-style-type: none"> <li>◇To search appropriate content needed for presenting (eg. pictures and facts)</li> <li>◇To copy, paste and insert pictures into a document then save</li> <li>◇To edit text by changing colour, size and font.</li> <li>◇To find suitable backgrounds on PicCollage to match the purpose of the document</li> <li>◇To move, rotate and reposition pictures and text boxes to make layout more appealing</li> </ul>	<p><u>DT Making a purse/ wallet</u></p> <ul style="list-style-type: none"> <li>◇To investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Research changes to textiles eg. zips and Velcro</li> <li>◇To try a range of stitching techniques to sew two small pieces of material together and decide on the best joining technique</li> <li>◇To look at and evaluate a range of fabrics to decide which will be best suited to purpose.</li> <li>◇To draw an annotated sketch of own design, with materials and stitching techniques</li> <li>◇To apply skills to create a final product and evaluate</li> </ul> <p><u>3D visual map making</u></p> <ul style="list-style-type: none"> <li>◇To explore different types of lines (dot, dash, swirl)</li> <li>◇To divide the map space into areas (eg. beach) and fill these spaces with text that reflects the place</li> <li>◇To use paper to make the base of the map 3D</li> <li>◇To create 3D objects and spaces (eg. signs and buildings) and think about interactions between drawings and objects.</li> <li>◇To study and draw patterns found inside fruit</li> <li>◇How to roll out and cut clay into a tile</li> <li>◇To use tools to make marks and add extra clay for raised sections (need a wet, rough surface)</li> <li>◇To paint and glaze final tile (scratch extra detail into the paint if desired)</li> </ul>	<ul style="list-style-type: none"> <li>◇The differences between a producer and a consumer; how to identify different ones and create food chains</li> <li>◇They key features of an omnivore, herbivore and carnivore</li> <li>◇The different food groups and why we need each type of food</li> <li>◇What a balanced diet is and how we can make sure that we are eating healthily</li> <li>◇To explore the question: 'Does our society encourage us to be healthy?'</li> <li>◇The Importance of exercise; why we should exercise and what counts as exercise</li> <li>◇To create a health and fitness guide for another child in the school</li> <li>◇What a skeleton is and what the main parts of the skeleton are</li> <li>◇What a skeleton does and how it helps us move</li> <li>◇That not all animals have skeletons (compare skeletons and exoskeletons and look at how animals use these to protect themselves)</li> </ul>	<ul style="list-style-type: none"> <li>◇What Christians believe about the creation of the world and why they should care about looking after it</li> <li>◇How Buddhists make themselves aware of how they damage the environment so they can act to change it</li> <li>◇Islam— What the Qur'an says— understand about wastefulness and extravagance and how these need to be stopped.</li> <li>◇To compare all religions' ideas about caring for the environment.</li> <li>◇The importance of a healthy environment for us all. (plants, humans and animals)</li> <li>◇About religious charities and their work with natural disasters etc.</li> </ul>
<p><u>Language</u> Pompeii, preservation, archaeology, disaster, natural, man made, Dam</p>	<p><u>Language</u> Climate zone, tectonic plate, hurricane, tornado, earthquake, active and dormant volcano</p>	<p><u>Language</u> Copy, paste, inset, save, font, background, layout, position</p>	<p><u>Language</u> Design, evaluate, stitching, joining techniques, fabric, fastening, purpose, seam, compartment, function</p>	<p><u>Language</u> Producer, consumer, food chain, herbivore, carnivore, omnivore, skeleton, skeletal system, nutrition, healthy lifestyle, exoskeleton</p>	<p><u>Language</u> Environment, religion, religious, charity, disaster, aid, Qur'an, Muslims, Buddhists, Christians</p>