



# Topic Overview: Year 3 Summer 1



Year Group: 3

Our Topic is: Contrasting Localities

Term: Summer 1

## Literacy

### Persuasive Writing:

Our text focus for this unit is:

**A range of adverts from different sources**

As part of this unit the children will:

- Identify features of adverts
- Understand the effect advertisers hope to have when using particular features
- Collect examples of persuasive language and role play using persuasive language
- Plan an advert to persuade people not to buy something
- Justify their arguments and opinions
- Understand and define compound and complex sentences
- Know and understand co-ordinating conjunctions
- Develop their understanding of subordinating conjunctions

## Maths

### Shape:

As part of this unit the children will be able to:

- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-term, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.

- Write an open persuasive letter
- Edit and proof read their work for mistakes

### Adventure Stories:

Our text focus for this unit is:  
**The Tunnel by Anthony Browne**

As part of this unit the children will:

- Recognise the structure of adventure stories
- Understand and define adverbs and fronted adverbials
- Use adverbs and fronted adverbials to extend sentences
- Continue to develop their understanding of punctuation used in written dialogue
- Identify the key points in a story
- Write their own adventure story based on one they have read
- Create settings, characters and a plot for their story
- Include written dialogue between characters using correct punctuation
- Understand what a simple, complex and compound sentence is and use them within their writing.

- Recognise 3-D shapes in different orientations and describe them.

### Data Handling:

As part of this unit the children will be able to:

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

Children will also have weekly opportunities to practice their times tables and mental maths skills using weekly tests to track their progress.

History	Geography	DT / ART	Science
<ul style="list-style-type: none"> <li>Understand about the mining culture of Castleford and what daily life was like for a miner</li> <li>To understand what industries are part of Castleford</li> <li>To understand about Henry Moore and his life</li> <li>To understand the importance of rugby in Castleford</li> </ul>	<ul style="list-style-type: none"> <li>Locate Castleford on a map</li> <li>Locate the surrounding towns and cities near Castleford</li> <li>To complete a land use and shoppers survey based on Castleford</li> </ul>	<ul style="list-style-type: none"> <li>Develop shading and sketching techniques based on Henry Moor sculptures</li> <li>Create own sculptures using plasticine</li> <li>Create landscape paintings incorporating learnt techniques</li> </ul>	<p><b><u>Exciting Electricity:</u></b></p> <ul style="list-style-type: none"> <li>Understand that electricity occurs in different ways</li> <li>To identify natural and man-made electricity</li> <li>Identify electrical and non-electrical appliances</li> <li>Identify and explain electrical hazards and why they are hazards</li> <li>Predict whether a circuit will work or not</li> <li>Understand if materials are conductors or insulators</li> <li>Design an eco-house using the understanding from the topic</li> </ul>
Computing	RE	PE	PSHCE
<p><b><u>We are Opinion Pollsters:</u></b></p> <ul style="list-style-type: none"> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>select, use and combine a variety of software (on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals)</li> </ul>	<ul style="list-style-type: none"> <li>To understand where Islam was founded</li> <li>To explain the key beliefs held by Muslims</li> <li>Identify and explain the key features of a Muslim's place of worship</li> <li>Identify and explain the key Muslim festivals</li> <li>Explain what the Muslim holy book is and how it is used</li> <li>Recognise the main symbol associated with Islam</li> </ul>	<p><b><u>Rounders:</u></b></p> <ul style="list-style-type: none"> <li>Develop hand eye co-ordination and ball catching skills</li> <li>Develop batting skills including positioning and accuracy</li> <li>Practise fielding skills</li> <li>Work in small groups to develop these skills</li> <li>Whole class game of rounder's</li> </ul>	<p><b><u>Going for Goals:</u></b></p> <ul style="list-style-type: none"> <li>Knowing myself</li> <li>Setting a realistic goal</li> <li>Planning to reach a goal</li> <li>Persistence</li> <li>Making choices</li> <li>Evaluating and reviewing my goal</li> </ul> <p>This topic runs for the entire Summer Term (C1 and C2)</p>

<b>Music</b>	<b>MFL</b> (Target Language: French)	<b>SMSC</b> (Social, Moral, Spiritual and Cultural Studies)	<b>Enriching the curriculum</b> (Visits, Visitors, Special Days)
<ul style="list-style-type: none"> <li>• Explore how waste equipment can be used for instruments</li> <li>• Explore beat, rhythm and recognise and play different rhythms</li> <li>• Understand ostinato and more complex rhythms</li> <li>• Begin to use notation</li> <li>• Work collaboratively and individually on a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of days of the week</li> <li>• Identify the names for food and drink in French</li> <li>• Ask and respond to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the world around us</li> <li>• Celebrating diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Trip to Castleford town centre to look at land use and interview shoppers</li> </ul>