



# Topic Overview: Year 3 Summer 2



Year Group: 3

Our Topic is: Contrasting Localities

Term: Summer 2

## Literacy

### Play Scripts:

Our text focus for this unit is:

**The Witches by Roald Dahl**

As part of this unit the children will:

- To understand what a proverb is and how it is used
- To work out the meanings of different proverbs
- Identify the features of play scripts and discuss technical vocabulary linked to play scripts
- Investigate the use of adverbs in stage directions
- Plan and write a play script around a proverb
- Rehearse and perform play scripts
- Understand how dialogue can emphasise a character's personality and improve a dialogue between characters

## Maths

### Measurement:

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

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).

- Compare punctuation in dialogue and a play script and understand how to convert dialogue into a play script
- Investigate theatre reviews and become a theatre critic
- Compare narratives and play scripts for the same story
- Plan and write a play script appreciating how characters and setting can be enhanced through the use of scenery, costumes, props and sound effects
- Perform own play scripts and receive reviews on their performances from their peers

There will be time at the end of the term for consolidation of topics covered throughout the year to prepare the children for the following year.

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 the history of Leyburn's railway</li> <li>• To understand the significance of Tennant's Auctioneers in Leyburn</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Leyburn on a map</li> <li>• To locate the surrounding towns and cities near Leyburn</li> <li>• To compare and contrast Castleford and Leyburn</li> <li>• To understand about the Countryside Code</li> <li>• To write a recount of our trip to Leyburn</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> <li>• Creating models of sheep</li> </ul>	<p><b><u>States of Matter:</u></b></p> <ul style="list-style-type: none"> <li>• Sort materials into solids, liquids and gases</li> <li>• Describe the properties of solids, liquids and gases</li> <li>• Identify the use of different gases and their properties</li> <li>• To investigate materials and how they can change state</li> <li>• To explore how water changes state</li> <li>• Describe the different stages of the water cycle</li> <li>• Explore evaporation</li> </ul>
Computing	RE	PE	PSHCE
<p><b><u>We are Safe on the Internet:</u></b></p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<p><b><u>People of Faith:</u></b></p> <ul style="list-style-type: none"> <li>• Understand beliefs of Malala Yousafzai</li> <li>• Identify the Dalai Lama's beliefs</li> <li>• Explore Rabbi Jonathan Sack's beliefs</li> <li>• Understand how Fauja Singh's faith helped him</li> <li>• Examine the role of beliefs in my own life</li> </ul>	<p><b><u>Cricket:</u></b></p> <ul style="list-style-type: none"> <li>• Develop catching and throwing skills</li> <li>• Develop fielding skills</li> <li>• Practice batting skills (with increasing accuracy)</li> <li>• Participate in mini games building on skills taught each lesson</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>• Recognise names for household animals in French</li> <li>• Understand simple rules for converting singular to plural</li> <li>• Know about pets that are popular in France</li> </ul>	<p><b><u>Britain's Parliamentary System</u></b></p> <ul style="list-style-type: none"> <li>• Role play voting at a polling station</li> <li>• Write manifestos for leading parties</li> <li>• Create newspaper report for election results</li> </ul>	<ul style="list-style-type: none"> <li>• Trip to Leyburn to complete land use survey and interview shoppers.</li> <li>• Trip to Bradford Alhambra Theatre to see Fantastic Mr Fox (linked to play scripts)</li> <li>• Collaborative work: Eid</li> <li>• Sports Day</li> <li>• Visit from the Mayor of Wakefield</li> </ul>