

St Mary's Medium Term Planning



Year group: 3 Term: Summer 1 Topic: Climate and Climate Zones

Literacy

Book: The Last Bear - Author: Hannah Gold

Balanced Argument

Immerse

- Exploring and making comparisons across a wide range of arguments to discuss opinions.
- Class balanced argument discussion - teams of for and against
- Identify the key features

Skills

- Full stops and capital letters (other punctuation)
- Writing in paragraphs
- Fronted adverbials for cohesion - suited to balanced argument
- Rhetorical questions
- Third & First person (my opinion paragraph) / formal

Plan, write & review

- Planning paragraphs around a theme
- Drafting and writing, organised around a theme
- Proof reading and editing against a checklist

Poetry

Immerse

- Exploring and making comparisons across a wide range of poems written in different styles. To discuss opinion of different poems.
- Summarising the main ideas from what we have read so far.
- Inferring characters' thoughts, feelings and emotions, justifying how they have changed throughout the text with evidence.
- Why is climate change and the rubbish on the beach an issue? (research lesson)
- Identify the key features

Skills

- Full stops and capital letters (other punctuation)
- Building a varied vocabulary and an increasing range of sentence structures in rhyming style.
- Figurative language - similes to match the theme of writing
- Understand and build a structure of stanzas
- Linking sentence styles together to mirror a walk along the shore - impact of each item (L5 link)

Plan, write & review

- Planning paragraphs around a theme
- Drafting and writing, organised around a theme
- Proof reading and editing against a checklist

Maths

Fractions

- Understanding part-whole relationships
- Exploring unit fractions

- Exploring non-unit fractions
- Comparing fractions
- Understanding equivalent fractions
- Adding and subtracting fractions

Angles and Shapes

- Use angles to describe turns and explore properties of shapes
- Identify angles inside a 2-D shape
- Recognise right angles and their relationship to quarter turns
- Understand the terms 'acute' and 'obtuse'
- Use a right angle checker to identify perpendicular lines
- Draw perpendicular lines
- Identify and explain parallel lines
- Identify rectangles including squares
- Create 2-D shapes and describe the properties of 2-D shapes
- Draw a 2-D shapes and calculate the perimeter
- Describe the properties of 3-D shapes
- Identify and describe lines of symmetry in 2-D shapes

Science

Plants - Need for Survival

Lesson 1:

What does a plant need to grow?

- All plants need five things for life: light, water, air, nutrients, and space to grow.
- Plants can grow in many different places, inside and outside
- The main parts of a flowering plant are flowers, leaves, a stem, and roots.

Working scientifically

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

		<ul style="list-style-type: none"> • Report on findings from enquiries, including oral and written explanations. 	
	<p>Lesson 2:</p> <p><i>Why do plants have roots?</i></p>	<ul style="list-style-type: none"> • Roots anchor a plant into the ground, which stops it blowing away. • Roots take in water and nutrients from the soil. • Different plants have different roots depending on the soil they grow in. • Roots are covered in tiny hairs, which help them absorb water from the soil. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Report on findings from enquiries, including oral and written explanations. 	
	<p>Lesson 3:</p> <p><i>Why do plants have stems?</i></p>	<ul style="list-style-type: none"> • A stem transports water and nutrients from the roots to the rest of the plant in vessels. • A stem supports the plant and holds the leaves towards the light. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Report on findings from enquiries, including oral and written explanations. 	
	<p>Lesson 4:</p> <p><i>Why do plants have leaves?</i></p>	<ul style="list-style-type: none"> • Living things that make their own food are called producers. • Plants can produce their own food using their leaves. This process is called photosynthesis. • Plants need sunlight to make food. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Report on findings from enquiries, including oral and written explanations. 	
	<p>Lesson 5:</p> <p><i>What are the parts of a flower?</i></p>	<ul style="list-style-type: none"> • Flowers are an important part of plant reproduction. • Flowers have male parts that produce pollen. • Flowers have a female part that produces ovules (eggs). • Pollination is the process by which pollen is transferred from an anther to a stigma. 	

		<ul style="list-style-type: none"> Fertilisation is when the pollen and ovule join together. <p>Working scientifically</p> <ul style="list-style-type: none"> Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. 	
	<p>Lesson 6:</p> <p><i>What is the life cycle of a flowering plant?</i></p>	<ul style="list-style-type: none"> There are five stages in the life cycle of a plant: germination, growing and flowering, pollination, fertilisation and seed dispersal. Germination is the stage where a seed starts to grow into a plant. Seeds are dispersed (spread) away from the parent plant so they have space to grow. There are six main ways seeds are dispersed: wind, water, carried by animals, eaten by animals, explosion, and <p>Working scientifically</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. 	
History/Geography	<p><u>Climate and Climate Zones</u></p> <p><u>How are climate zones different around the world?</u></p>		
	<p>Lesson 1</p> <p><i>What is the weather like in your local area?</i></p>	<ul style="list-style-type: none"> Climate is the average or long-term weather of a place. Rainfall can be measured and recorded using a rain gauge. Temperature can be measured to see how hot or cold it is, using a thermometer. 	
	<p>Lesson 2</p> <p><i>How is the climate different around the world?</i></p>	<ul style="list-style-type: none"> 'Climate' means what the temperature and rainfall is usually like in a place. Places near the Equator are hot and wet. Places along the Tropics are dry all year. Places get colder as you move from the Tropics to the Poles. 	

	Lesson 3 <i>What are polar and subpolar climate zones like, compared to arid climate zones?</i>	<ul style="list-style-type: none"> • Polar climate zones are the coldest. They are found at the top and bottom of the Earth, the furthest away • There is very little rain in a polar climate zone. • Subpolar zones are slightly warmer than polar zones, and have more rain, although still very little. • Arid climate zones are the hottest on Earth. • There is very little rain in an arid climate zone. 	
	Lesson 4 <i>What are temperate and Mediterranean climate zones like?</i>	<ul style="list-style-type: none"> • Temperate climate zones are located north or south of the subpolar zones. • Temperate zones have four different seasons. • Mediterranean zones are located nearer to the Equator than the temperate zones. • Mediterranean zones have two seasons, and dry, very warm summers, and cool, wet winters. 	
	Lesson 5 <i>What are tropical and equatorial climate zones like?</i>	<ul style="list-style-type: none"> • Tropical climate zones are located either side of the equatorial climate zones. • Tropical climate zones have two very different seasons: a rainy season and a dry season. • Equatorial climate zones are found along the Equator. • Equatorial climate zones are hot and humid all year round. 	
	Lesson 6 <i>What is the weather and climate like in the UK?</i>	<ul style="list-style-type: none"> • A weather station can be used to find out about the weather in a local area. • Weather data can be plotted on different types of graph or chart. • Weather varies across the UK, as well as across the world. • Weather from different areas can be compared. 	
Art/DT	<u>DT</u> Structures - Constructing a Castle Lesson 1: Features of a castle To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. Lesson 2: Designing a castle To design a castle.		

	<p>Lesson 3: Nets and structures To construct 3D nets.</p> <p>Lesson 4: Building a castle To construct and evaluate my final product.</p>
Computing	<p><u>iPodcast</u></p> <ul style="list-style-type: none"> • iRecord - To understand that technology can be used to control sound. • iEdit - To understand that sound can be stored digitally. • iPodcast - To understand what a podcast is. • iRefine - To use digital tools to edit a podcast. • iMix - To combine audio and effects. • iEvaluate - To identify good features of a podcast as well as improvements.
PE	<p><u>Athletics</u></p> <p>LESSON 1 To develop the sprinting technique and improve on your personal best.</p> <p>LESSON 2 To develop changeover technique in relay events.</p> <p>LESSON 3 To develop jumping technique in a range of approaches and take off positions.</p> <p>LESSON 4 To develop throwing for distance and accuracy.</p> <p>LESSON 5 To develop throwing for distance in a pull throw.</p> <p>LESSON 6 To develop officiating and performing skills.</p> <p><u>Cricket</u></p> <p>LESSON 1 To learn how to score in striking and fielding.</p> <p>LESSON 2 To develop batting to score points.</p> <p>LESSON 3 To develop fielding skills to limit the batter's score.</p> <p>LESSON 4 To understand the role of the bowler.</p> <p>LESSON 5 To develop my understanding of tactics to better use them.</p> <p>LESSON 6 To apply skills and knowledge to play games using cricket rules.</p>

RE	<p><u>To the Ends of the Earth</u> Pupils should be taught:</p> <ul style="list-style-type: none"> • Stories and Letters • The road to Emmaus • Emmaus is the Art • A mirror of Mass • The Early Church • The Concluding Rights • The Trinity • The Trinity in Art • The Trinity in Prayers • Mary and the Disciples • Mary's Intercession • Revision and Reflection
Spanish	<u>N/A</u>
Music	N/A
RSE	<p><u>Created to live in the community.</u> LKS2 Module Three: <i>Created to Live in Community</i> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the <i>Common Good</i>. In <i>Life to the Full Plus</i>, further exploration of careers and money lead to understanding that true happiness comes from knowing <i>God's love</i> and finding our identity and worth in Him.</p> <p>-A community of Love -What is the church?</p>
Immersive Events/Visits/Visitors etc	

