

**YEAR 3 : Summer 2 Topic DISCOVERING EUROPE**

**Events**

Religious Events:

**Values**

**RE**  
Ways of  
describing God  
& Christmas

**Geography**

- Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**PE - ATHLETICS AND OUTDOOR ADVENTUROUS ACTIVITIES**

**Swimming**

Beginning to run at speeds appropriate for the distance eg sprinting and cross country.  
Can perform a running jump with some accuracy.  
Performs a variety of throws using a selection of equipment.  
Can use equipment safely and with good control.  
Develops listening skills.  
Creates simple body shapes.  
Listens to instructions from a partner/adult.  
Beginning to think activities through and problem solve.  
Discuss and work with others in a group.  
Demonstrates an understanding of how to stay safe.

**Design and Technology**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Think about the order of their work and decide upon tools and materials.
- Plan a sequence of actions to make a product.
- Identify the strengths and weaknesses of their design ideas.
- Decide which idea to develop.
- Consider and explain how their finished work could be improved.
- Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.
- Understand how key events and individuals in design and technology have helped shape the world.

**MFL**

Understand a few familiar spoken words and phrases eg *teacher's instructions, days of the week, colours and numbers*  
Say and/or repeat a few words and short simple phrases eg *what the weather is like, naming classroom objects*.  
Know how to pronounce some single letter sounds.  
Imitate correct pronunciation with some success.  
Recognises and reads a few familiar words or phrases.  
Use visual clues to help with reading.  
Write or copy simple words and/or symbols correctly.  
Select appropriate words to complete short phrases or sentences.  
Understand and respect that there are people and places in the world that are different to where I live.  
Understand that some people speak a different language to my own.

**Sheet Materials:**

- Cut slots
- Cut internal shapes
- Use and explore complex pop ups
- Create nets

**Investigating Plants**

- identify parts of flowering plants
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- describe why healthy roots and a healthy stem are needed for plants to grow
- recognise that the leaves of a plant are associated with healthy growth and more specifically nutrition
- recognise that plants need light, water and warmth and healthy leaves, roots and stems in order to grow well

## COMPUTING

### Accuracy Counts

To understand that computer systems store data as bytes and we use this unit to specify size.

To understand that computer networks have a structure which we can use to save and share digital resources.

To understand that there are different operating systems used by our computing devices.

To understand word processing software often includes digital tools to improve clarity, accuracy and efficiency.

To understand that digital objects can be inserted and controlled in word-based texts.

To explore how images can rapidly increase document size.

To understand that multimedia texts are effective in communicating ideas to specific audiences.

To know that non-linear multimedia texts can be organised to include audience control over how the content is accessed

To review and evaluate their work, discussing the choices they have made and checking for accuracy.

Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.

### Music

Use musical dimensions together to compose music.

Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).

Play with a sound-then-symbol approach.

Use silence for effect and know symbol for a rest (duration).

Describe different purposes of music in history/ other cultures.

- know that water travels from the roots up the stem
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- know that plants make their own food
- know that fertilisers contain minerals
- understand that plants absorb minerals from the soil (Teacher Note: plants create their own food using sunlight, water and carbon dioxide, they do not absorb food from the soil)
- describe how changes to light and fertiliser affect plant growth
- explain that differences in plant growth are due to the amount of light and/or water
- investigate the way in which water is transported within plants
- describe how the stem has a role in support and nutrition (transport of water)
- explain why healthy roots and a healthy stem are needed for plants to grow
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- describe why plants need flowers
- sequence pictures to show the life cycle of a plant
- describe how pollen and seeds are dispersed
- explain the role of bees and insects in pollination
- describe the processes of pollination, seed formation and seed dispersal
- compare the roots of different plants (e.g. desert plants or rainforest trees)  
(Teacher Note: rainforest trees have very shallow roots as the quality of the soil is poor and most of the nutrients are near the surface)

