Our Amazing Planet Summer term Year 3

Geography

Mapping
- Recognise patterns on maps and begin to explain what they show.
- Use plan views.
- Relate measurement on large scale maps to measurements outside.

Fieldwork
- Use the eight points of a compass.

Communication
- Express opinions and personal views about what they like and don't like about specific geographical features and situations.
- Show increasing empathy and describe similarities as well as differences.

Use of ICT/Technology
- Add photos to digital maps.
- Draw and follow routes on digital maps.

Location and Place Knowledge
- Locate the world's countries.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.

Mapping
- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps at more than one scale.
- Recognise patterns on maps and begin to explain what they show.
- Link features on maps to photos and aerial views.

Human and Physical Geography

	▪ Describe and understand key aspects of: ▪ physical geography including volcanoes and earthquakes. **Communication** ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations. **Use of ICT/ technology** ▪ Add photos to digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Make use of geography in the news – online reports and websites.
History	**Communication** ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. **Enquiry, Interpretation and Using Sources** ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. **Chronology** Show their increasing knowledge and understanding of the past by: ▪ Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport *(e.g. between Roman Britain and other periods they have studied)*. **Events, People and Changes** Be able to describe some of the main events, people and periods they have studied by: ▪ Describing how Britain has influenced and been influenced by the wider world. **Communication** ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like *Roman Britain, settlement*, and vocabulary linked to chronology. **Enquiry, Interpretation and Using Sources**

	▪ Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance *(e.g. the impact of Roman roads and foods)*. ▪ Understand some of the methods of historical enquiry and how these can be used to make historical claims *(e.g. about Roman place names)*.
Art	**Exploring and Developing Ideas** ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. **Drawing and Painting** ▪ Use journals to collect and record visual information from different sources, annotate in their sketchbooks. ▪ Experiment with different and effects and textures in paint, work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. **Drawing and Painting** ▪ Experiment with different effects and textures in paint. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. **Printing** ▪ Create printing blocks using a relief or impressed method. ▪ Print with two colour overlays. **Exploring and Developing Ideas** ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Annotate work in journal. **Digital Media** ▪ Present visual images using software. ▪ Experiment with colours by using effects to manipulate and create images for a purpose.

DT	**Focused Tasks: Mechanical and Electrical Systems and ICT** ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such levers and linkages. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied. **Design** ▪ Use prototypes to develop and share ideas. ▪ Think ahead about the order of their work and decide upon tools and materials. ▪ Propose realistic suggestions as to how they can achieve their design ideas. **Make** ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting, shaping, joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. **Evaluation (of their Finished Product)** ▪ Consider and explain how the finished product could be improved. ▪ Discuss how well the finished product meets the design criteria of the user. ▪ Investigate key events and individuals in design and technology.
Music	**Listening** ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.

Creating
- Explore, choose, combine and organise musical ideas within musical structures.

Pitch
- Determine upwards and downwards direction in listening, performing and moving.
- Recognise and imitate melody patterns in echoes.
- Show the overall contour of melodies as moving upwards, downwards or staying the same.

- Use instruments to keep a steady beat.
- Hold a beat against another part.

Timbre
- Describe and aurally identify the tone colours of instruments.
- Compare instrumental tone colour.

Listening
- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.
- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

Creating
- Explore, choose, combine and organise musical ideas within musical structures.

Knowledge and Understanding
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.

	Musical Elements
	Pitch • Determine upwards and downwards direction in listening, performing and moving. • Recognise and imitate melody patterns in echoes. • Show the overall contour of melodies as moving upwards, downwards or staying the same. • Determine movement by step, by leaps or by repeats.
Global Links	Climate Change Our impact on the world around us