



# Girton Glebe Primary School Curriculum Organiser

Lime Class (Y3) – Summer 2

## Key Skills Geography skills

Locating countries using maps, atlases and globes.

Locating rivers using maps.

Naming and locating cities of the United Kingdom.

Identifying key topographical features including mountains, coasts and rivers.

Describing and understanding key aspects of physical geography including rivers and the water cycle.

Describing and understanding key aspect of human geography including reasons why settlements developed next to rivers.

## Flow



### Key Vocabulary

source	mouth	river channel	flood plain
riverbank	tributary	aquatic	pollution
precipitation	condensation	collection	evaporation

## Key Knowledge

### Rivers of the world and major rivers in the UK

#### Using rivers and settlements near rivers

People have built settlements next to rivers for thousands of years because rivers can provide all the basic needs for life. Rivers provided food and fresh water for drinking and washing. The power of flowing water was also used by machines, such as waterwheels, to make flour and wood pulp.

#### Parts of a river

**Source** – the place where a river starts.

**Tributary** – a river or stream that flows into a larger river.

**River channel** – a route along which water travels.

**Floodplain** – an area of flat land next to a river that floods when the river is too full.

**Riverbank** – the land at the edge of a river.

**Mouth** – the end of a river, where the water flows into a sea or lake.

#### Physical features of a river

Meander – a bend in a river or stream.

Oxbow lake – lake that was once a meander in a river.

Waterfall – water that falls from a higher to lower level.

V-shaped valley – valley formed when a river erodes an area of soft rock.

Interlocking spurs – ridges of hard rock.

Water cycle (precipitation, collection, evaporation, condensation)

#### Flooding and floodplains

A floodplain is an area of low-lying, flat ground next to a river. If there is a lot of water in the river, it might spill over the riverbank and flood.

#### Water pollution

Water can become polluted by waste. Chemicals that farmers put on fields can get washed off into rivers. Plastic pollution is also a huge problem around the world as plastic doesn't degrade. Pollution can affect aquatic life.



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<p><b>English:</b></p> <p>In English, we will be focusing our writing on Flotsam, a wonderful wordless picture book upon which we will be discussing water pollution. We will be writing a persuasive letter about water pollution in the River Cam.</p> <p>Following this, we will be delving into Journey to the River Sea which will transport us to Brazil, and upon which we will be further exploring storytelling, focusing on action sequences in particular</p> <p><b>In writing, we will focus on:</b></p> <ul style="list-style-type: none"><li>• Using present perfect tense.</li><li>• Using 'a' and 'an' correctly.</li><li>• Using grammatical features of letters.</li><li>• Using persuasive techniques such as flattery, veiled threat and presumption.</li><li>• Using rhetorical questions.</li><li>• Using a range of literary devices such as metaphors, alliteration, repetition and personification.</li><li>• Structuring extended pieces of writing into a paragraphs.</li></ul> <p><b>In reading, we will focus on:</b></p> <ul style="list-style-type: none"><li>• Making predictions and retrieving information from a text.</li><li>• Explaining and summarising things we read.</li><li>• Making inferences.</li></ul>	<p><b>Science:</b></p> <p>This half term, our topic will focus on <b>Animals including humans and keeping healthy.</b></p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"><li>• Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li><li>• Know that humans and some other animals have skeletons and muscles for support, protection and movement.</li><li>• Making systematic and careful observations.</li><li>• Recording findings using simple scientific language, drawings, labelled diagrams.</li><li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li><li>• Using straightforward scientific evidence to answer questions or to support their findings.</li><li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li><li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li><li>• Setting up simple practical enquiries, comparative and fair tests.</li></ul>	<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Money:</b></p> <ul style="list-style-type: none"><li>• Using both pounds and pence</li><li>• Converting pounds and pence.</li><li>• Adding and subtracting amounts of money.</li><li>• Finding change.</li></ul> <p><b>Time:</b></p> <ul style="list-style-type: none"><li>• Telling and writing the time from an analogue and digital clock.</li><li>• Using Roman numerals from I to XII.</li><li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li><li>• Tell the time to the nearest 5 minutes.</li><li>• Solve problems involving time.</li><li>• Finding and comparing duration.</li><li>• Using 24-hour clock.</li><li>• Measuring time in seconds.</li></ul>
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## PSHE:

In PSHE we will be thinking about **Changing Me**.

**We will cover the following skills:**

- Know that in animals and humans lots of changes happen between conception and growing up.
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops.
- Know that babies need love and care from their parents/carers.
- Know some of the changes that happen between being a baby and a child.
- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults.
- Know some of the outside and inside body changes that happen during puberty.

## Music:

In music we will be focusing on 'Just 3 Notes' and 'Hey Dumba'

**We will cover the following skills:**

- 20<sup>th</sup> Century Classical music - Minimalism
- Compose music, structuring short ideas into a bigger piece.
- Pitch (C-D-E)
- Rhythm, patterns and structure
- Dot notation
- Invent simple patterns using rhythms and notes C-D-E.
- Notate, read, and follow a 'score'.
- Recognise and copy rhythms and pitches C-D-E

## R.E:

This half term we will be looking at: **Shavout**

**During this topic we will cover the following skills:**

- Explaining what Shavout is and how it is celebrated
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Discussing and applying our own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.



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<p><b>Art and DT:</b></p> <p>In Art and DT we will complete a number of projects which will provide opportunities to develop a range of artistic and creative skills. These will include making 3D maps of major UK rivers using clay and paint; creating large-scale diagrams of parts of a river using a range of materials; using watercolours to depict scenes of water and rivers</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"><li>• Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li><li>• Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li></ul>	<p><b>Computing:</b></p> <p><b>We will cover the following skills:</b></p> <p><b>iTech</b></p> <ul style="list-style-type: none"><li>• Pupils will build upon their coding knowledge and learn how to control both simulated and external systems.</li><li>• Pupils will name industries where robotics have helped increase productivity.</li><li>• Pupils will know that Java and Blockly are programming languages.</li><li>• Pupils will be able to look at a simple code and explain when it will do.</li></ul>	<p><b>PE:</b></p> <p>In PE the children will be developing <b>swimming</b> skills.</p> <p><b>During this topic we will cover the following skills:</b></p> <ul style="list-style-type: none"><li>• Ensuring safe self-rescue in our pool</li><li>• Work towards improving strokes to eventually swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li><li>• This will be achieved through water based fun activities to improve confidence.</li></ul>
	<p><b>French:</b></p> <p>In French will revising everything we have learnt this year.</p> <p><b>During this topic we will cover:</b></p> <ul style="list-style-type: none"><li>• Naming and recognising up to 10 fruits in French.</li><li>• Attempting to spell some of these nouns</li><li>• Asking somebody in French if they like a particular fruit.</li><li>• Saying what fruits they like and dislike.</li><li>• Naming colours</li><li>• Greetings</li></ul>	