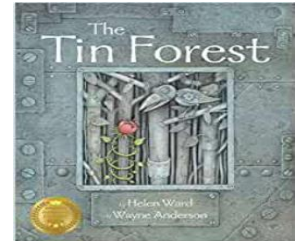
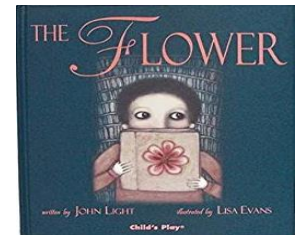
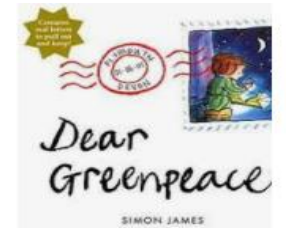


# Year 3 Spring 2-Who would live in a place like this?



*This term, in year 3, we will be learning all about our local area, the countryside and cities within the UK. We will go on walks around the school and the local area, to discover the geographical features close to us. We will research and look at images of Grantham in the past, and make comparisons to how it looks today. We will also complete a big project, in which we will have a video call with a school in São Paulo. We will share with each other, what our schools are like and what it is like to live where we live. For this project, we will experience Brazilian culture and traditions!*

## Key text



### Key vocabulary

Southern and Northern hemisphere	The southern hemisphere is half of the earth which is south of the equator. The northern hemisphere is half of the earth which is north of the equator.
City	A large human settlement.
Favela	A Brazilian shack, or shanty town, or slum (an overcrowded street inhabited by very poor people).
Stakeholder	A person of interest or concern.
Sao Paulo	A city in Brazil.
Reflection	The throwing back of light from a surface.
Shadow	A dark area or shape produced by a body coming between rays of light and a surface.

## Maths

### Fractions:

To count up and down in tenths.

To recognise and write fractions of objects, unit and non-unit fractions.

To recognise equivalent fractions.

To add and subtract fractions.

### Mass and Capacity:

To measure using kilograms and grams, litres and millilitres.

To compare mass and capacity.

## Science

To know what dark is (the absence of light) and that light is needed in order to see.

To know that light is reflected from a surface.

To know and demonstrate how a shadow is formed and explore shadow size and explain the changes.

To know the danger of direct sunlight and describe how to keep protected.

## Art/Design

To design a product.

To develop skills in textiles.

To develop a prototype.

To create a product, fit for purpose, using appropriate equipment.

To evaluate a design.

## English

To begin our English lessons this term, we will be reading *Greenpeace* by Simon James. The children will have a go at reading the letters between Emily and *Greenpeace* using expression to portray the emotions of the character who wrote them. They will identify the features of a letter and apply them within their own letters to *Greenpeace*.

We will also read two stories with very similar settings: *The Flower* by John Light and *The Tin Forest* by Helen Ward. Children will compare the settings and build a description of their own 'flowerless' town. The children will write day by day diary entries from the perspective of the old man from 'The Tin Forest', detailing his emotions and thoughts throughout the text as his tin world begins to emerge.

Please do not read *The Tin Forest* or *The Flower* at home as we like to read the texts bit by bit in school, in order to make predictions and inferences as we go.

## Geography

To compare the features of cities and the countryside.

To identify the human and physical features of *Grantham* and *Sao Paulo* and make comparisons.

To know whether a country is located in the Southern or Northern Hemisphere.

To locate the equator, Tropic of Cancer, Tropic of Capricorn and the *Greenwich Meridian* on a map.

To identify the position of latitude and longitude.

## RE

To understand that ideas about God can be experienced in different forms.

To compare Muslim and Christian beliefs about God.

To explain the 5 pillars of Islam.

To understand the importance of a spiritual pilgrimage.

To discuss how my beliefs about the world affect how I care for it.

To reflect on my own beliefs about God.

