


<p>What's so special about our local area?</p>	<p>Derry Hill C of E Primary School</p>	<p>Year 3: Term 6: Summer 2026</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Geography Local area study</p> 	<p>Human features Physical features Urban Rural Economic activity Land use United Kingdom Wiltshire County Town City Village</p>	<p>Key Knowledge: The children will focus on the urban area of Swindon and the rural area of Derry Hill.</p> <p>They will learn the meaning of the word 'urban' and 'rural'.</p> <p>They will learn to locate these locations on a map.</p> <p>The children will learn what contributes to an area in order for it to be 'urban'/'rural'.</p> <p>Key Skills: Define and explain key vocabulary linked to place knowledge.</p> <p>Locate focus areas of the United Kingdom.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Lesson 1 LI: locate our local area on a UK map We will recap our map work by exploring where Derry Hill is on a UK map. We will identify our county and some of the surrounding towns to our village. We will use a map to plan a route to local amenities.</p> <p>Lesson 2: LI: learn about the human and physical features of our local area We will explore the difference between rural and urban areas and the difference between human and physical features. We will consider our local area and use maps to help identify both sets of features.</p> <p>Lesson 3 LI: identify different types of services in our local area We will explore what services different towns, cities and villages have. We will consider what is available to us in our local area and identify some on a map. We will</p>

			<p>explore which services we need to travel further to get to (e.g Swindon).</p> <p><u>Lesson 4</u> <u>LI: evaluate what the local area is like</u> We will recap on our learning on our local area so far and discuss the pros and cons. We will consider what visitors might like to know about the area if they are considering a visit. We will describe our local area using the correct geographical vocabulary.</p> <p><u>Lesson 5:</u> <u>LI: Design and describe a local area</u> Considering different aspects of rural and urban areas, we will design our own towns/cities/villages including a range of human and physical features.</p> <p><u>Lesson 6:</u> <u>LI: present ideas for a local area</u> We will present our ideas for a new town/city/village to our 'class town planning committee'. We will explain what the local area has to offer and where the physical and human features are located.</p>
<p>Science <i>Forces and Magnets</i></p>	<p>push, pull, twist, force, air, turns, fast, slow, slows down, material, surface, magnet, attracts,</p>	<p><u>Key Knowledge:</u> Magnets attract some materials and not others.</p> <p>All non-metals are non-magnetic.</p>	<p><u>Lesson 1</u> <u>LI: Explore contact and non-contact forces</u> The children will be able to identify forces as contact and non-contact. They will describe forces as pushes</p>



magnetic material, magnetism, acts at a distance, non-magnetic material, metal, non-metal, strength, north pole, south pole, repel, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions

Magnets have two poles and two magnets will repel each other.

Key Skills:

Compare how things move on different surfaces.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.

Make predictions as to whether two magnets will attract or repel each other, depending on which poles are facing.

and pulls and will explain the different forces acting on an object

Lesson 2

LI: To investigate how things move on different surfaces

The children will investigate how objects move on different surfaces. They will identify surfaces that slow objects down and will explain how friction can be increased and decreased in real-life situations

Lesson 3

LI: To explore different types of magnets

The children will recognise that magnets have two poles. They will predict whether two magnets will repel or attract each other and will identify some everyday uses for magnets

Lesson 4

LI: To explore everyday objects that are magnetic

The children will understand how magnetic materials behave. They will identify a range of objects that are magnetic and will compare and group materials based on their magnetic properties

Lesson 5

LI: To understand that magnetic forces can act at a distance

The children will observe how magnetic forces work at a distance.

They will understand and explain how magnetic forces work at a distance.

Lesson 6

LI: Explore the everyday uses of magnets

The children will understand what a compass is and how it works. They will explain how a compass works and will apply their knowledge of magnetic poles to construct or use a compass.

Lesson 1

LI: understand the importance of Jesus' baptism

We will understand what a gospel is and listen to the story of Jesus' baptism by John the Baptist. We will discuss the meanings of details (e.g the water, the voice, the dove). We will look at two paintings of the baptism and discuss similarities and differences. Children will create their own drawings of the baptism using symbols to represent the Trinity.

Lesson 2

LI: explore the Holy Trinity

We will use *The Trinity Chant*, a kenning poem to explore 18 things that Christians believe God does. We will link the different kennings to the three parts of the trinity.

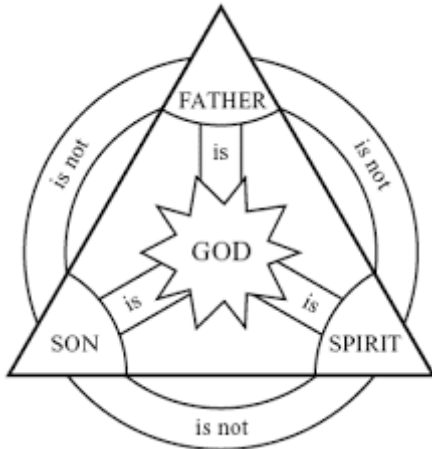
Lesson 3

LI: compare baptism of infants and adults

We will explore the importance of baptism to Christians and what is

**Re
Christianity
Incarnation**

What is the Trinity?



Trinity
Incarnation
Father
Son
Holy Spirit
Almighty
Prophet
Religion
Christianity
Christian
Jesus

Key Knowledge:

Christians believe God is Trinity : Father, Son, Holy Spirit

Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.

Key Skills:

Identify the similarities and differences between infant and adult baptisms.

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Make links between some Bible texts studied and the idea of God in Christianity.

			<p>involved. We will use videos and stories to explore baptism of infants and adults and consider the similarities and differences between them.</p> <p><u>Lesson 4</u> <u>LI: discuss the importance of Christian prayer</u> We will listen to ‘The Grace’ and ‘The Lord’s Prayer’. We will use songs to explore the Christian belief that God is all around them. We will design artefacts to help Christians remember the blessing.</p> <p><u>Lesson 5</u> <u>LI: explain how God is three in one</u> We will explore different ways of explaining the trinity to others. We will write a simple explanation for a reception child to understand that God is three in one.</p> <p><u>Lesson 6</u> <u>LI: express our own representations of the Holy Trinity</u> We will recap our learning on the Trinity and look at a range of artwork, church windows and songs. Children will design their own piece of artwork for a church to represent the Trinity.</p>
<p>DT <i>Design and make a magnetic board game</i></p>	<p>Magnet Design Make Evaluate Materials</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - Magnets can be used to move objects <p><u>Key Skills</u></p>	<p><u>Lesson 1</u> <u>LI: identify where we use magnets in our lives</u> We will link our learning to our Science topic. We will look at a range</p>



tools

- Design a working board game
- Evaluate own and others work to consider what worked and what can be done differently

of ways magnets are used in the world and focus on different board games we may play using magnets.

Lesson 2

LI: design a magnetic board game

We will consider how magnets work and look at how different board games use magnets. We will work in groups to design our own magnetic games that can be played by others.

Lesson 3

LI: write instructions for board game designs

Considering our board game designs, we will write a set of instructions and rules for how to play our games so that others can follow them.

Lesson 4

LI: build a magnetic board game

We will use our designs to make a magnetic board game using a range of materials.

Lesson 5

LI: evaluate a magnetic board game

We will play our own and others' board games and evaluate what worked well and consider what could be done differently.

PE

Throwing
Jumping
Running
Sprinting
Relay
Race

Key Skills:

- I use equipment appropriately and move and land safely.
- I can say how my body feels before, during and after exercise.

Athletics:

The children will explore the range of activities involved in athletics including sprinting, relays, jumping and throwing.



warm up
cool down
timing
accelerate
raise
balls of feet
weight

- I can describe how and why my body changes during and after exercise.
- I can explain why we need to warm-up and cool down.
- I can explain how often and how long I should exercise to be healthy.
- I can describe the basic fitness components.

Real PE Unit 6 (Fitness)

In this unit, the children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

Key Knowledge:

- Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.
- Changes to the body as a result of exercise can include muscle fatigue or tiredness and even soreness.
- Warming up helps prevent injuries by gradually raising our body temperature and gradually warming up our muscles.
- Basic fitness components include strength, stamina and flexibility.
- Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.



PSHE

Similarities
Differences
Relationships
Connections
Diversity
Religion
Beliefs
Family

Lesson 1

LI: Understand how we are all connected by our similarities

We will explore the different connections we have to each other and within the world. We will discuss why we often focus on differences rather than similarities.

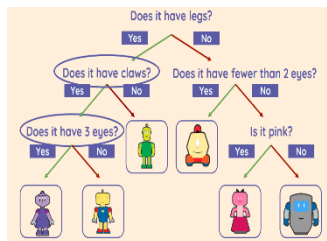
Friends
respect

Lesson 2
LI: Know and understand how the make-up of family units can differ
We will discuss different family units and why not everyone's family is the same. The children will consider members of their family and create a family tree.

Lesson 3
LI: appreciate a range of different cultures and religions
We will discuss how religious belief can be a difference between people. The children will research some of the big differences between some religions but also explore any similarities in beliefs.

Lesson 4
LI: understand the term 'diversity' and recognise diversity within our school
We will explore the term diversity and celebrate the diversity we have in our class and within our school.

Computing Branching Databases



Branching database
Data
Sort
Classify
Questions

- Know how to add and label objects.
- Know how to ask questions to sort (classify) objects correctly.

The children will learn what a branching database is and how it can be used to sort data. They will look at a selection of branching databases and will play yes/no games with a partner. They will learn how to add objects to a branching database and will choose objects that are different to each other. The children will be able to add questions to their branching database to sort the objects

Spanish



- ¿Adónde vas?
- voy
- vas
- a
- lunes
- martes
- miércoles
- jueves
- viernes
- sábado
- domingo
- ¿Cómo vas?
- en autobús
- en avión
- en barco
- en bicicleta
- en coche
- a pie
- en tren

Key Knowledge:

- Understand that Spanish is spoken in different countries around the world.
- Know the names of some Spanish-speaking countries in Latin America.

Key Skills:

- Ask or answer simple questions
- Use short phrases to give information
- Recall and write simple words from memory
- Experiment with simple writing – copying with accuracy
- Listening and repeating phonemes with care

Lesson 1:

LI: To identify Spanish speaking countries

Lesson 2

LI: To speak in short phrases to say travel plans

Lesson 3:

LI: To recognise and use prepositions to describe travel

Lesson 4

LI: To say days of the week as part of a sentence in Spanish

Lesson 5

LI: To compose a travel diary in Spanish

Lesson 6:

LI: To perform a travel diary in Spanish