

Class: GH/CM and JS	Term: Summer 2 2026	Year Group: 3
Prime Learning Challenge	Why do so many people go to the Mediterranean for their holidays? Why do we have light and dark and what is its impact on our everyday life?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
<p>Last term we looked at the continents. The children know the names of the major oceans and seas.</p> <p>Children know about some light sources, including the sun. They may think that the moon is a light source.</p>	<p>Where is the Mediterranean? What is the weather like in the Mediterranean? What type of food comes from the Mediterranean? How is Mediterranean food and art different to ours?</p> <p>What is dark (in relation to absence of light)? Why do we need light? What happens to light when it hits a shiny object? How is a shadow formed and why does it change shape? Why is dangerous to look directly into the sun?</p>	<p>In this topic the children will learn about: The location of the Mediterranean and the countries which are in the Mediterranean. The weather of the Mediterranean. Food in the Mediterranean. Art and music of the Mediterranean. Key facts about a major Mediterranean city.</p> <p>Children will: Know that dark is the absence of light Know that light is needed in order to see and is reflected from a surface Know and demonstrate how a shadow is formed and explain how a shadow changes shape Know about the danger of direct sunlight and describe how to keep protected</p>

By the end of this prime	Some: More Able	The children will be able to identify capital cities and popular holiday destinations in the Mediterranean. They will be able to state how weather in the region influences the types of foods eaten there. They will recognise and explain influences of artist and music from the region.
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learning challenge...		<p>The children will know that dark is the absence of light</p> <p>They will know that the sun is the main source of natural light</p> <p>They will know that light reflects off shiny objects</p> <p>They will know that shadows are formed and why they change shape</p> <p>They will know the dangers of looking directly at the sun</p>
	Most: Core	<p>Children will be able to identify countries in the Mediterranean and locate the Mediterranean on a map of Europe. They will be able to describe the weather conditions in this part of the world and why people choose to go on holiday there. They will be able to identify foods from the region and why recognise musical and artist styles of the area.</p> <p>The children will know that dark is the absence of light</p> <p>They will know that the sun is the main source of natural light</p> <p>They will know that light reflects off shiny objects</p> <p>They will know that shadows are formed and why they change shape</p> <p>They will know the dangers of looking directly at the sun</p>
	All: Less able	<p>They will be able to identify some of the more well-known countries in the Mediterranean and foods which are popular in the region.</p> <p>The children will know that dark is the absence of light</p> <p>They will know that the sun is the main source of natural light</p>

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
Children will complete a pre-learning assessment for science,	Mediterranean food tasting	Children will complete the post-learning assessments.

<p>We will use the Focus curriculum document and the National Curriculum statutory requirements.</p> <p>We will use BBC Bitesize to help with planning and teaching.</p> <p>We will also use children's questions as a guide for our planning and teaching. The children have been asked what they would like to learn about and within the expectations of the unit we will ensure these questions are answered.</p>		<p>We will return to children's pre unit questions at the end of the topics.</p>
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	Week 1	Week 2 Assessment Week	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	SPaG Week	Assessment Week	Mediterranean holiday disaster – letters of complaint.	Mediterranean holiday disaster – letters of complaint.	Mediterranean holiday disaster – letters of complaint.	Orion and the Dark	Orion and the Dark	Orion and the Dark
Rainbow Grammar	Contracted words and subordinating conjunctions	Assessment Week	Fronted adverbials subordinating conjunctions Formal language – no	Fronted adverbials subordinating conjunctions Formal language – no	Fronted adverbials subordinating conjunctions Formal language – no	Speech Punctuation Join 3 predicates with a comma and a coordinating conjunction	Speech Punctuation Join 3 predicates with a comma and a coordinating	Speech Punctuation Join 3 predicates with a comma and a coordinating

			know about them	Mediterranean countries				
Music	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing	DRUMBA and Charanga – Don't Stop Believing
PSHE	Jigsaw – Changing Me How Babies Grow	Jigsaw – Changing Me Babies	Jigsaw – Changing Me Outside Body Changes	Jigsaw – Changing Me Inside Body Changes	Jigsaw – Changing Me Family Stereotypes	Jigsaw – Changing Me Looking Ahead	Circle time Activities	Circle time Activities
DT	Father's Day Cards	Lesson 1 To explain why food comes from different places around the world.	Lesson 2 To explain the benefits of seasonal foods.	Lesson 3 To develop cutting and peeling skills.	Lesson 4 To evaluate seasonal ingredients.	Lesson 5 To design a mock-up using criteria.	Lesson 6 To evaluate a dish.	Summer crafts
RE	Lesson 1: What is wrong with the world?	Lesson 2: How can the 'Golden Rule' help people to work out how to make the world a better place?	Lesson 3: Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?	Lesson 4: Who is inspired by Jesus' example of sacrifice?	Lesson 5: How do Muslims try to make the world a better place?	Lesson 6: How do non-religious people try to make the world a better place?	Reflection	

