



class: *Year 3*

Term: *Summer Term 2021*

Literacy

Reading

- listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books
- identifies the main points of a text
- makes predictions
- reads books that are structured in different ways
- discusses words and phrases that capture the reader's interest and imagination
- reads for a range of purposes
- checks reading makes sense
- talks about their understanding and tries to explain the meaning of words in context
- asks questions to improve understanding of the text
- identifies some different forms of poetry and prepares poetry to be read aloud

Writing

- *use pronouns to avoid repetition*
- *use a and an correctly*
- *expresses time, place and cause using; conjunctions, adverbs and prepositions*
- *understand main clauses and begin to understand subordinate clauses*
- *use apostrophes for singular possession and inverted commas for direct speech*
- *uses the present perfect form of verbs instead of the simple past*
- begins to use paragraphs to group related material
- uses headings and subheadings to present work
- uses texts similar to those that they are planning to write, to understand and learn from its structure
- assesses the effectiveness of own and others' writing
- proof reads for spelling, grammar and punctuation errors
- spells some words from the National Curriculum word list for Years 3 and 4 and begins to use a dictionary to check spellings

Numeracy

Pupils will:

- *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*
- *add and subtract numbers mentally*
- *recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables*
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write **fractions** of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- tell and write the **time** from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year and compare durations of events.
- Revise **angles** as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Practise formal method for multiplication and division

Science

Working scientifically, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content by:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Plants and Animal- In context, pupils will

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- identify 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Cross curricular Literacy links

Fiction texts-*The Night Gardener/ European Tales*

Recount/Retell

Travel brochure

Enquiry based research

Artwork

Non-fiction information texts

Poetry : What is Pink?

Cross curricular numeracy links

Block graphs

Coordinates linked to map work

Time/dates Place value (significant dates)

Measures

Problem solving

Computing

How to use powerpoint and create one about a country in Europe.

Internet searches- using key words to search information on Europe

Using 'Microsoft Word'

E safety- keeping personal information private

Spanish

Listen attentively to spoken language and show understanding by joining in and responding

- Fruit & vegetables
- I can ask for...
- Listen and join in with 'The Hungry Giant's breakfast' story
- Revision of previous Spanish

Geography: *Journey through Europe*

Pupils will develop their knowledge and understanding of countries and places in Europe. They will journey from North to South and focus on climate, vegetation, land use and settlement, noticing how landscapes and places contrast. Children will use maps and atlases to find towns, cities, rivers and mountains. They will use simple compass points, symbols and keys.

History: *All change? Holidays now and then*

Pupils will note connections, contrasts and trends over time. They will ask and answer historically valid questions. They will organise historical information and develop an understanding of how our knowledge of the past is constructed from a range of sources.

Holidays now and then



When did people first start going on holiday? Where did they go? What did they do? How did they get there? How have holidays changed?

Where do people go on holiday today? How do they travel? Where do they stay? What do they do there? Why do people go on holiday? How long do they go for? What different types of holiday can people choose?

R.E.

What do Hindus believe and how does this affect the way they live their lives?

Developing knowledge about beliefs about God, meaning of life, life after death and how this affects how Hindus feel and act. Children will develop a knowledge and understanding of religion, undertake critical thinking and practise personal reflection throughout.

Music

- Play and perform in solo and ensemble contexts, using their voices- Seaside linked songs
- Listen with attention to detail to traditional music from different European countries.
- Musical Elements- tempo, duration, dynamics, pitch and use simple musical notation.

PSHE/ British Values

Inspirational people

Mary Seacole & Florence Nightingale:

Pioneering Nurses

Nelson Mandela

British Values: Individual Liberty

How can I make a difference?

Bullying

NSPCC

P.E. – Athletics & Invasive games

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate.

Art/DT

Design and make a miniature garden
Georgia O'Keeffe inspired art

Learn about European artists and European landmarks- paint in the style of/ create a model

Making a healthy pizza