

Aim high, believe; Fly high, achieve.

Term: Summer

Year group: 3

Main theme for learning: Romans/Around the World

English	Numeracy	Science	Computing	RE
<p>Writing</p> <p>Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising simple paragraphs around a theme.</p> <p>Creating simple settings, characters and a basic plot in narratives</p> <p>Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].</p> <p>Beginning to assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proof-read for some spelling and punctuation errors.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</p> <p>Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Fractions:</p> <ul style="list-style-type: none"> -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 [for example, $5/7 + 1/7 = 6/7$]. -Compare and order unit fractions, and fractions with the same denominators. -Solve problems that involve my understanding of fractions. <p>Money:</p> <ul style="list-style-type: none"> -Add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Time:</p> <ul style="list-style-type: none"> -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, am/pm, 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 -Compare durations of events [for example, to calculate the time taken by particular events or tasks] <p>Shape:</p> <ul style="list-style-type: none"> -Draw 2-D shapes and make 3-D shapes using modelling materials. -Recognise 3-D shapes in different orientations and describe them. -Recognise 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. <p>Statistics:</p> <ul style="list-style-type: none"> -Interpret and present data using bar charts, pictograms and tables. -Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. 	<p>Plants – Summer 1</p> <ul style="list-style-type: none"> -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 plant -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Forces and Magnets – Summer 2</p> <ul style="list-style-type: none"> -Compare how things move on different surfaces. -Notice that some forces need contact between two objects, but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -Describe magnets as having two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Branching databases</p> <ul style="list-style-type: none"> - make yes/no questions about a selection of objects -use attributes to select objects -arrange objects into a tree structure - test branching data bases to see how they work -plan and create a branching database using a familiar programme <p>Programming</p> <ul style="list-style-type: none"> -to explain how a sprite works in an existing project. - choose appropriate keys for different actions and explain these choices - adapt a programme to a new context - build a sequence of commands - test a programme against a given design -make design choices, then implement and evaluate them. 	<p>Summer 1- What is it like to follow God?</p> <ul style="list-style-type: none"> - Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. -Make links between the story of Noah and how we live in school and the wider world. <p>Summer 2- Why do Hindus go on pilgrimage to the River Ganges?</p> <ul style="list-style-type: none"> - Explain what residents and Hindu's use the river for - Explain Hindu rituals that happen here - demonstrate understanding the ways the River Ganges is significant to Hindus and how they might feel when they are there and compare this to how non-Hindus might feel when they visit the river.

History/Geography	Art	Design Technology	Music	PE	French
<p>History What happened when the Romans invaded Britain?</p> <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Geography Why do so many people live in megacities?</p> <ul style="list-style-type: none"> • Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom together with their features and understand how these may have changed over time. • Understand geographical similarities and differences between a region of the UK and a region in another part of the world. • Describe and understand human geography. <ul style="list-style-type: none"> • Use maps and atlases. 	<p>Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</p> <p>Identify and replicate some 3D shapes within a sculpture.</p> <p>Show awareness of the finishing of the products by adding decorative detail or additional materials.</p> <p>PSHE</p> <ul style="list-style-type: none"> -Identify what a volunteer is and does and why. -Identify key people who are responsible for them to stay safe and healthy. -Understand the difference between 'fact' and 'opinion' and different viewpoints. -Define what is meant by the environment and how we can look after it. -Understand the terms 'income', 'saving' and 'spending'. -Identify different types of relationships, positive, healthy. - Understand body space -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. 	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> -Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate -Investigate and analyse a range of existing products. -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Charanga Summer 1- Learning more about musical styles Summer 2- Recognising different sounds</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Develop an understanding of the history of music. • Listen and appraise different genres of music in terms of structure and musical elements (focusing on dynamics, tempo and texture.) • Play and perform in solo and ensemble contexts. • Play musical instruments with increasing accuracy, fluency, control and expression. <p><u>-consolidates the learning that has occurred during the year.</u></p>	<p>Kwik Cricket Throw and catch with control and accuracy. Follow the rules of the game and play fairly. Lead others and act as a respectful team member</p> <p>Athletics Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p> <p>Tennis Move with balance and control to catch a ball Hit a ball into a target from a variety of distances/ angles with no bounce Hit/bounce ball on a racket when moving Hit the ball in forehand/ backhand position with drop feed Play a game and communicating as a team Play adapted games and thinking of tactics.</p>	<p>Oracy</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.. • Demonstrate a growing vocabulary. <p>Literacy</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Write short phrases from memory with spelling that is readily understandable. • Read and understand the main points in short written texts • Use a translation dictionary or glossary to look up new words. <p>Intercultural Understanding</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries where the language is spoken and this country.